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ABSTRACT

The objectives of the Bilingual Vocational Instructor Training Program focused on meeting the critical need for trained bilingual instructors and job counselors at San Francisco Bay Area adult vocational training centers. This descriptive report considers the accomplishments of the program in terms of the 54 Spanish- or Chinese-speaking individuals that completed the program and obtained positions in a variety of vocational education settings, and their attitudinal and instructional changes. Next, the major activities of the two-semester training program are outlined, including classes 15 hours per week, practicums, guest lectures, and attendance at professional conferences. Additionally, the principal problems that were encountered are identified. Subsequent sections examine publicity activities, dissemination, progress on data collection and evaluation plans, and staff employment, utilization, and development. The bulk of the document consists of appendices containing materials used in the project and illustrating various project aspects. The eight appendices contain: (1) documents pertaining to program operations: (2) a description of program participants: (3) course descriptions and outlines: (4) inventory of materials produced by program participants: (5) a report on the jobs and job placement of participants: (6) evaluation forms and reports: (7) advisory committee information: and (8) materials related to staff development. (AYC)

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BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM TO PREPARE 60 IN-SERVICE INSTRUCTORS IN SECRETARIAL/INDUSTRIAL SKILLS

Program Performance Report

University of San Francisco

Dr. John B. Tsu
Project Director

July 1, 1978 to June 30, 1979

JC 790 619

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ACCOMPLISHMENTS

The objectives of the Bilingual Vocational Instructor Training Program focused on meeting the critical need for trained bilingual instructors and job counselors at S. F. Bay Area adult vocational training centers, especially those funded under former Part J, Bureau of Occupational and Adult Education. Fifty-four of the original 60 selectees completed the program.*

Of these 54, 14 are presently teaching or counseling in community college vocational training programs (some Part J projects), and 2 in CETA-funded vocational training projects. Of the remaining selectees, 14 are working in other publicly supported adult vocational training sites, such as Mission Language and Vocational School, and Asians for Job Opportunities, and OBECA/ARRIBA UNTOS and the 24 remaining are working in a variety of job service-related occupations. (One of these, an electronics instructor has left teaching to go into his own television business.) Data is at yet incomplete. The attached Job Follow-Up Survey (see appendix) is not scheduled for completion until six months after the course ended, in August 1979.

Regarding attitudinal and instructional changes of the participants, the Director, Dr. John Tsu, and the Coordinator, Dr. Eugene Long, had frequent contact with the participants and determined that they have become, in fact, advocates of bilingual vocational skills training and counseling. It was apparent, especially in the on-site practicum observations, that instructors were incorporating bilingual teaching strategies and methodologies in their courses. More reliable data on this awaits the completion of the Post Program Follow-Up Survey next spring.

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*Of these, 41 who had valid B.A. degrees also completed work towards their M.A. degrees in Multicultural Education with an emphasis in Bilingual Vocational Education.

MAJOR ACTIVITIES

Program activities centered around the classes, which met on Tuesday and Thursday evenings from 4:00 to 8:00 p.m. and Saturdays, 9:00 a.m. to 4:00 p.m. for two semesters. Attendance was, in the main, excellent. (See schedule in appendix.)

The practicums, done in January Intersession and during the Summer Session, gave an opportunity for participants to apply theory and methodology in a supervised on-site experience. Four program faculty acted as field supervisors for the Intersession Practicum. During the summer, we had peer observations which proved very beneficial to the observed, who visited a colleagues program, and for the observed participant who shared problems and concerns, as well as materials and occasionally methodology with an interested and informed fellow student.

Special guest lecturers also formed an integral part of the program.

1. Leo Yam, a specialist in interpersonal communications;
2. Alan Hurwitz, a Bilingual Vocational Program Director, from Boston;
3. Dr. Francis Hsu, U.S.F. Anthropologist and Specialist in Intercultural Education;
4. Stuart McKenty, Coordinator of a Bilingual Vocational Instructor Training Project in Houston, Texas
5. Dr. Rogelio Reyes, a U.S.F. Linguist and Specialist in Comparative Spanish-English Linguistics, and
6. Dr. John DeFrancis, an expert in the Chinese Language from Columbia University.

Required attendance at professional conferences also formed part of the training offered. All students attended the Northern Regional CATESOL conference at University of California, Berkeley, and the Employment Training Association of California Conference in Oakland. Reports of sessions which touched on bilingual vocational training were turned in by the students.

Additionally, student participants attended other professional meetings pertinent to their careers. Reports followed up each attendance at such meetings.

PROBLEMS

The principal problem, identified early in the program, was attempting to meet the needs of a student population of widely disparate backgrounds. The 60 students, divided evenly between Chinese-speaking and Spanish-speaking backgrounds, not only reflected diversity in their native language and English language skills, but in their involvement in the bilingual training of adults. Some participants were skills instructors of clerical and business skills, typing, medical assisting, graphic arts, automechanics, welding, and other vocations, each with its own requirements in terms of bilingual vocational training. Some were job counselors and job developers. The remainder were instructors of English in vocational training centers. In addition, a few were program administrators, and, at the other extreme, several were volunteers, helping out centers serving the vocational needs of newly-arrived immigrants.

This disparity in backgrounds, interests, and professional involvement was dealt with in a variety of ways. The program design itself provided for separate grouping of skills instructors and job counselors with three separate classes for the specialties. It was found that within the skills group itself, two major areas could be identified, a technical-industrial group and a business-clerical group. Separate instructors were provided for each area.

In the core courses (Vocational Education, Philosophy and Perspectives, Bilingual Education with Vocational Emphasis, and the Seminar in Bilingual Vocational Education), special efforts were made to meet individual needs by requiring reports and papers which applied general principles to the specific job-related needs of each student. At the same time, there was built into the curriculum design and the practicum experience goals and objectives which looked toward broadening the perspective of each participant within his/her vocational training role. It was important that job counselors understood more of the nature of the skills occupations they were assigning their clients; that skills instructors became aware of the English language difficulties experienced by their skills students, and that the TESOL instructors learned of the language and nature of specific skills and the job counseling process. This was not perceived beforehand, but integration of the several related areas of bilingual vocational training of adults became a goal of the course. The participants themselves, after initial resistance to dealing with the broader aspects of bilingual vocational training, came to appreciate how the three areas of job training, vocational employment preparation and job counseling were, in fact, parts of an interdependent and integrative process in which they played only a partial role.

A more important concern of the program directors and staff was responding to the disparity in language backgrounds, both in English and the native language. It was found that language proficiency varied from near complete bilinguality in control of both English and the native language to a halting ability to communicate in a vernacular of the native language, with no reading or writing skills coupled with very poorly developed achievements in English writing skills and heavily accented spoken English. Within the native language there was also a wide range of abilities. Some natives of Chinese culture spoke only Mandarin, so that they needed training in Cantonese. Other varieties of Chinese were also represented. In Spanish, several varieties, from Western Chicano Spanish ("pocho") to Puerto Rican, and South American dialects were found among the participants. The wide ranges of abilities in the native language was a severe problem at the beginning. Some participants needed basic instructors in standard grammar and vocabulary while others were ready for dealing with the vocational and technical aspects of their native language.

During the first semester, a Spanish and Chinese professor was aided by two student assistants. It was felt that the experience of teaching and preparing lessons under a skilled instructor would be a valuable one for the student participant who was already a proficient bilingual. This plan proved to be unsatisfactory, as the skill required was more than what was represented in even our best language students. The native language instructor could satisfy the mid-range ability students, but both the poorly trained and superior language students were frustrated. In the second semester, additional language staff was hired, trained teachers of Cantonese and Spanish to relieve the burden on the principal instructor. This allowed groups as small as four or five students to work with one instructor. In addition, a fully trained Cantonese instructor from San Francisco State University replaced the Cantonese instructor who had difficulties keeping up with the demands of the Chinese students. In the case of low level Spanish, special tapes were made so that students could work outside of class. Students who already had good command of English and Cantonese or Spanish were assigned special projects in translation and curriculum articulation in Cantonese and Spanish.

To meet the needs of a group of 8 to 10 students who had high level bilingual skills, a language exchange class was designed and implemented. After a student-designed needs assessment, Cantonese speakers and Spanish speakers exchanged lessons in a controlled environment, always focusing on the spoken language, and, where possible, integrating job related vocabulary. As an experiment, results were mixed. Both language groups were pleased that they learned basic phrases were communicating with the other

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language group as they had a real need for this ability in their work. On the other hand, a loose classroom structure and the feeling on the part of the participants that they had already satisfied the language proficiency standards of the courses and, hence, were only "adding the cherry to the top of the sundae" meant that they learned less than their fellow students in the traditional language classes. It was an enjoyable experience for the students and provided a structure that only needs refinement to suceed. Ideally, more than a monitor teacher that was provided, the class would have trained bilinguals from both a Cantonese and Spanish speaking background to maximize the language learning process.

The English as a Second Language class, made up of Spanish speakers, became a class in written expression that was beneficial to the students in their professional needs. The course focused on the writing of counseling reports, job descriptions, government reports, curriculum programs, syllabai, and, ultimately, the basic-line data reports and instructional analyses required in the core courses.

By the end of the semester, student satisfaction with the language component was at a high level.

PUBLICITY ACTIVITIES

The U.S.F. Bilingual Vocational Instructor Training Program received considerable attention in publications of the University, the School of Education and in Bay Area bilingual and vocational circles. Publicity appeared in the following publications:

USF Monday Bulletin

USF Community Services Directory

USF Campus Digest

USF School of Education Newsletter

In addition, the recruitment campaign for the 1979-80 program generated a great deal of publicity outside the confines of the university community. Fliers were sent to about 1,200 Bay Area teachers and administrators involved with vocational training, job counseling and bilingual education. Over 260 requests for information were processed: these included an abstract of the 1978-79 program.

In addition, speaking engagements of program administrators, Drs. John B. Tsu and Eugene Long, as well as ESL specialist, Dr. Dorothy Messerschmitt, generated additional publicity for the Bilingual Vocational Instructor Training Program. Workshops, panels, and lectures at which the program abstracts were distributed include the following:

The California Association for Bilingual Education; Fresno, CA; January 18, 1979; Drs. E. Long and D. Messerschmitt;

The National Association for Bilingual Education; Seattle, WA; May 1979; Panel Participant: Eugene S. Long;

The California Teachers of Speakers of Other Languages Conferences; October 20, 1978; Workshop Presentor: D. Messerschmitt, and

The Employment Training Association of California Annual Meeting; San Diego, CA; April 1979; Presentor: Eugene Long.

DISSEMINATION

The Final Report of the University of San Francisco Bilingual Vocational Instructors Training Program 1978-79 will be distributed to the following persons and organizations:

Dr. Doris V. Gunderson, Chief
Demonstration Branch
Bureau of Occupational and Adult Education
Department of Health, Education and Welfare
Office of Education
7th & D Streets, S.W., Room 5131
Washington, D. C. 20202

Dr. Richard Naber, Project Officer
Demonstration Branch
Bureau of Occupational and Adult Education
Department of Health, Education and Welfare
Office of Education
7th & D Streets, S. W.
Washington, D. C. 20202

Dr. Dorothy Shuler
Office of Planning and Evaluation
Department of Health, Education and Welfare
Office of Education
7th & D Streets, S.W.
Washington, D. C. 20202

Ms. Nancy E. Smith
Education Program Specialist
Demonstration Branch
Bureau of Occupational and Adult Education
Department of Health, Education and Welfare
Office of Education
7th & D Streets, S. W.
Washington, D. C. 20202

American Vocational Association
P. O. Box 1813
Washington, D. C. 20013

Center for Applied Linguistics (CAL)
1611 N. Kent Street
Arlington, Virginia 22009

Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Dissemination and Assessment
Center for Bilingual Education
Education Service Center, Region XIII
7703 North Lamar
Austin, Texas 78752

Education Resources Information
Center (ERIC)
ERIC Clearinghouse for Junior
Colleges
University of California
Los Angeles, California 90024

Federation Bilingual Training
Resource Center
TWU Station
P. O. Box 23778
Denton, Texas 76204

National Clearinghouse for Bilingual
Education
1300 Wilson Blvd., Suite B2-11
Rosslyn, Virginia 22209

In addition, a project is underway to publish the Instructional Analyses produced by the student participants in the program. When completed, there will be an instructional analysis for bilingual presentation of 28 different vocational skills. This report will be distributed to the above persons and organizations as well as to Bay Area vocational sites served by this program.

PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

Evaluation took many forms: formative, summative and informal surveys. Perhaps the best indication of success was the great interest generated in the recruitment compaign for the 1979-80 Bilingual Vocational Instructor Training Program. Over twice the number of applicants, 257, were received for the 60 places available in the program. Moreover, the quality of the participants, in terms of preparation, vocational education, occupation and enthusiasm is higher than last year in the judgement of faculty, administrators and the Interview and Selection Committee. This speaks well for the program: among professionals in this area, the program became known as a good one, worthy of the necessary time and commitment to complete.

Course evaluations, especially those which measured success in the core courses in Vocational Education, Theory and Perspectives, were uniformly high: on a scale of 0 to 10, the average for all courses was 9 (see appendix). This judgement is confirmed by the Director, Dr. John B. Tsu, and the Coordinator, Dr. Eugene S. Long, who solicited candid opinions of virtually all of the students in an effort to improve services in the anticipated program for 1979-80.

Outside evaluations, those of Dr. Leo Yam of the University of Pittsburgh completed at mid-year, and Alan Hurwitz of the Fitchburg Massachusetts State Bilingual Vocational Teachers Training Program at the end of the year, both point out significant strengths in the program (see appendix).

STAFF EMPLOYMENT AND UTILIZATION

Faculty for the Bilingual Vocational Instructors Training Program was drawn from U.S.F. faculty with expertise in Bilingual Education and Administration; Teaching English as a Second Language and Language Training. For the technical and vocational aspects of the curriculum the program depended on outside experts from Bay Area training sites and State of CAlifornia Bureau of Industrial Education and the Chancellor's Office of the California Community College System.

Between the first and second semesters, changes in faculty were effected to improve services and to add additional strength to the cirriculum. In Spanish language training; one assistant, Maria Encisa, left the program, and was replaced with two training language instructors, one from Peru, Carmen Abad, and the other, Silvana di Capua, from Colombia. The Cantonese instruction was reoriented under Lily Woo of San Francisco State after Rowena Leung left to continue her studies elsewhere. Ms. Woo was assisted by Helen Leong of Chinatown/North Beach Community College, and David Law of U.S.F. during the second semester. the ESL component, handled first semester by Drs. Long and Messerschmitt was taken over exclusively by Suzanne Griffith of the U.S.F. World English Center. Instruction in the Teaching of Vocational English, handled first semester by Dr. Long, was taken over second semester by Dr. Dorothy Messerschmitt. During the second semester, we also engaged Dr. Paul Sciranka of U. C. Berkeley Extention and the State of of California Bureau of Industrial Education to handle the Seminar in Bilingual Vocational Education.

B.V.I.T. PROGRAM

Faculty List

Fall 1978

Core Courses:

Bilingual Education, Emphasis on Vocational Training:
Dr. John B. Tsu

Vocational Education, Theory and Perspectives: Leo Ruelas

Skills Instruction:

ESL: Dr. Eugene Long

Business/Clerical: Manuel Zelaya

Technical/Industrial: Leo Ruelas

Counseling: Dr. Hugh D. O'Neill

Language Component:

ESL: Dr. Eugene Long, Edgar Widburg

Cantonese: Rowen Leung and student assistants

Spanish: Dr. Ignacio Galbis, Maria Encisco

B.V.I.T. PROGRAM

Faculty List

Spring 1979

Core Courses:

Seminar in Bilingual Vocational Education: Dr. Paul Sciranka

Vocational Education, Theory and Perspectives: Leo Ruelas

Skills Instruction:

ESL: Dr. Dorothy Messerschmitt

Business/Clerical: Manuel Zelaya

Technical/Industrial: Leo Rueles

Counseling: Dr. Hugh D. O'Neill

Language Component:

ESL: Suzanne Griffith

Cantonese: Lily Woo and Helen Leong

Spanish: Ignacio Galbis, Carmea Obad, Silvan di Capua

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STAFF DEVELOPMENT

In the fall, November 12th through 17th, Dr. Eugene Long, Coordinator of the University of San Francisco Bilingual Vocational Instructor Training Program participated in a series of workshops on bilingual vocational training at the St. Anthony Hotel in San Antonio, Texas. The week-long conference was sponsored by the federally funded Bilingual Vocational Training Project of Consortium C, based in Houston. Participants, who represented bilingual vocational programs throughout the U.S., spent the week in assessing needs, defining problems and developing materials in this rapidly growing field of bilingual education. Included were visits to bilingual vocational training sites in the San Antonio area and presentations by Mary Galvan, Maximiliano Plata, and Lynn Douglas.

During the winter and spring the following staff development sessions were held for Bilingual Vocational Training faculty:

Jan. 25-26	National Conference of Project Directors, Bilingual Vocational Instructor Training Program at U.S.F.
Feb. 26	Eugene Long, Ph.D. Assistant Director U.S.F. Bilingual Vocational Instructor Training Program: Report on San Antonio Bilingual Vocational Training Conference.
April 10	Leo Yam, Ed.D. Visiting Professor, University of Pittsburgh: Micro Communication in Bilingual Vocational Education.
April 30	Alan Hurwitz, Director, Fitchburg Mass. State Bilingual Vocational Teacher Training: Description and Critique of Fitchburg Bilingual Vocational Teacher Training.

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APPENDIX A

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM 1978-79:

Documents Pertaining to Program Operations

UNIVERSITY OF SAN FRANCISCO

The Bilingual Vocational Instructor Training Program

The Bilingual Vocational Instructor Training Program of the University of San Francisco is providing in-service training to 30 Chinese-speaking and 30 Spanish-speaking vocational teachers and counselors during 1978-79. The goal of this program is to meet the critical shortage of vocational instructors possessing both job knowledge and skills and the dual language capabilities necessary for instruction or counseling and guidance of persons with limited English-speaking ability.

The program seeks to produce more effective vocational teachers and counselors by (1) providing participants with theories and methodologies for imparting bilingual vocational education, (2) up-grading skills in particular vocational areas, and (3) raising the level of language skills, both in the target languages of Spanish and Chinese and in English. To this end, the Bilingual Vocational Instructor Training Program, the first of its kind in the nation, includes formal training in the theory and practice of Vocational Education, bilingual teaching methodology, counseling and guidance, vocational skills in business/clerical and technical/mechanical areas; English as a second language methodology and classroom practicum; intensive language training in Chinese, Spanish, or English for practical utilization and application in bilingual vocational teaching situations. Comprising 36 graduate/upper division semester credits, the program is a one year course which meets from 4 P. M. to 8:30 P. M. on Tuesdays and Thursdays and Saturdays from 9 A. M. to 12 noon and 1:00 P. M. to 4:00 P. M. during the fall and spring semesters and includes supervised practicums at the job site during intersession and summer sessions. Full tuition coverage and a weekly stipend of $30 are granted to the selected candidates.

With the careful selection of participants in the program, maximum results are expected. All those selected for the program have B. A./B. S. degrees or equivalent, have adequate command of English, and are presently employed at an adult skills/vocational career center as instructors in vocational areas, either as guidance counselors, or teachers of English as a second language, or of vocational skills in the business/clerical or technical/mechanical areas. The full scholarship and stipend made available through the U.S.O.E. Bureau of Vocational Education, and the schedule, which accommodates working professionals, has assured access to the program of the highest qualified applicants, without regard to working hours or financial need.

The Bilingual Vocational Instructor Training Program at the University of San Francisco, staffed by the experienced instructional and administrative team of the Bilingual/Multicultural Program in the School of Education, as well as by specialists employed specifically for the project, meets a critical need in the San Francisco Bay Area for trained vocaitonal instructors capable of dealing with bilingual student populations. This project has the resources, the staff, and expertise to make the program a model of its kind in the nation. And, as there is a continuing need for trained bilingual vocational instructors, it is anticipated that this program will provide a model that can be replicated to serve other linguistic minorities.

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UNIVERSITY OF SAN FRANCISCO

APPLICATION FOR BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

1. Name of applicant: (in English) ____

(in Chinese or Spanish) ____

2. Home address: ____
Street No. Street Address

____
City State Zip Code

Home telephone: ____________________ Social Security No. ________________

3. Business address: ____
Street No. Street Address

Business telephone: ________________ Business hours to call: ____________

4. Citizenship: U.S. citizen _____ Permanent resident ________________

Other (please specify) ____

5. Educational Background:

Degree	Major Area	Institution	Location	Year
B. A.				

6. Month and year you arrived in the U.S.:

7. Teaching or Working Experience:

Do you have a teaching credential? _____ no _____ yes

If yes, specify what type of credential:

_____ elementary _____ secondary _____ other (specify) ________________

Type and place of work	Telephone	From (Mo./Year)	To (Mo./Year)

8. Your present supervisor: Name: ____

Agency/School: ______________________________ Telephone ____________

9. Use the reverse page to describe the work you are presently doing and why you are interested in entering the Program.

10. What area of vocational education do you need training?

11. What do you feel are your strengths in vocational training?

I am applying to the Bilingual Vocational Instructor Training Program and am willing to follow the program of USF.

UNIVERSITY OF SAN FRANCISCO

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

INTERVIEW FORM

Name ____
(LAST) (FIRST) (MIDDLE INITIAL)

Presently employed as vocational instructor/counselor ☐ yes ☐ no

Employer ____

Years of Teaching Experience in Vocational Education: ______ years

Other teaching experience: (Specify) ______________________________

Degree(s) held: ____

Legal Status: ☐ U.S.Citizen ☐ Permanent resident ☐ Student visa

		3 Excellent	2 Good	1 Fair	0 Poor
I.	Language Proficiency				
	a) Fluency in English				
	b) Fluency in Target Language				
II.	Personality				
	a) Willingness to complete program as outlined				
	b) Has positive attitude toward the philosophy of bilingual vocational education				
	c) Willingness in community involvement				
	d) Displays high potential as a bilingual vocational instructor				
III.	Professional Background				
	a) Displays knowledge of vocational education				
	b) Displays knowledge of cultural and language factors in vocational education				
	c) Level of in-service training and involvement in vocational education				
IV.	Academic Records				
	a) Transcripts				
	b) Letters of Recommendation				

Interviewer's signature: ____________________ Date: __________

Recommendations:

Highly recommended ______________________________

Recommended ______________________________

Recommended as an alternate ______________________________

Not recommended ______________________________

Additional comments: ______________________________

____

____

____

UNIVERSITY OF SAN FRANCISCO
MULTICULTURAL PROGRAM

September 12,1978

Dear

We regret to inform you that the Screening and Interviewing Committee has found that you do not meet with the criteria required of the Bilingual Vocational Instructors Training Program. Therefore, you do not qualify as an eligible recipient for the stated program stipend.

Your ineligibility for receiving the stipend, however does not disqualify your enrolling in the Multicultural Program or taking courses in the Bilingual Vocational Program in the Spring of 1979. Should you wish to do so please fill out the following information and return it to us as soon as possible.

May I again convey to you my deepest regrets.

Sincerely Yours,

Antoinette (Toni) Shen Metcalf
Associate Director
Multicultural Program

- -

Please fill out and return to Toni Metcalf, University of San Francisco, Multicultural Program, 2130 Fulton, San Francisco, CA. 94117.

☐ I am interested in enrolling in the Multicultural Program:
  - ☐ Ed.D.
  - ☐ M.A.
  - ☐ Credential/ Bilingual-Cross Cultural
  - ☐ Bilingual Instructor Teacher Training Prog.

☐ I would like to have more information about the Program.

Name:
Address:
Phone Home:
Work:

CAMPION HALL
SAN FRANCISCO, CALIFORNIA 94117
415/666-6876

15.7

UNIVERSITY OF SAN FRANCISCO
MULTICULTURAL PROGRAM

September 12,1978

Dear

Congratulations!!!

We are pleased to inform you that the Screening and Interviewing Committee has reviewed your qualifications favorably and has recommended you as a participant and recipient of the Bilingual Vocational Instructors Training Program for 1978-1979.

We have scheduled an orientation meeting with you on the first day of instruction. Attendance is required of all recipients of this grant. The particulars are as follows:

Date: Tuesday, September 19,1978
Time: 4:00 p.m.
Place: Campion Hall, D-5, U.S.F. Campus

Looking forward to meeting with you then.

Sincerely Yours,

Antoinette (Toni) Shen Metcalf
Associate Director
Multicultural Program

- -

Please fill out and return to Toni Metcalf, University of San Francisco, Multicultural Program, 2130 Fulton, San Francisco, CA. 94117.

☐ I am willing to accept and I am happy to be selected for the Bilingual Vocational Instructors Training Program. I promise to follow the entire Program as outlined.

☐ I will not be able to accept. (Reason Optional)

____
Signature

CAMPION HALL
SAN FRANCISCO, CALIFORNIA 94117
415/666-6876

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

AGENDA

1. Welcome — Dean Arthur Furst, Graduate Division
2. Vocational Education — Dr. Gene Long, Multicultural Program
3. History of Bilingual Vocational Education at U.S.F.
   Dr. John B. Tsu, Director, Multicultural Program
4. Where does Bilingual Vocational Training Program fit into the Multicultural Program at U.S.F.
   Toni Metcalf, Assoc. Dir., Multicultural Program
5. General University Requirements and Policies, Procedures, and Deadlines.
6. Campus Facilities
7. Registration Orientation (Checks will be distributed at the end of each month by the language teachers.)
   a. Undergraduates — Metcalf
   b. M.A. Students — Long
   c. Ed.D. Students — Tsu
8. Question and Answer Session
9. Group Advisement Session
10. Language and Skills Assessment
11. Adjournment

SCHEDULE

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

FALL, 1978

Tuesday

4:00 p.m. - 5:30 p.m.

Language	Room	Instructor
ESL	L 218	Dr. Messerschmitt
Spanish	L 119	Dr. Galbis
Chinese	H 512	Mr. Law

6:00 p.m. - 8:30 p.m.

Area Classes	Room	Instructor
TESL	N 113	Dr. Long
Counseling	N 327	Dr. O'Neill
Bus./Clerical	D7	Mr. Zelaya
Tech./Mech.	D8	Mr. Ruelas

Thursday

4:00 p.m. - 5:30 p.m.

Language	Room	Instructor
ESL	L 218	Same
Spanish	L 119	Same
Chinese	H 512	Same

6:00 p.m. - 8:30 p.m.

Class	Room	Instructor
Theory and Methods of Bilingual Education Emph.- Vocational Education	L205	Dr. Tsu

- -

Saturday

9:00 a.m. - 12:00 noon

Class	Room	Instructor
ESL	L 218	Dr. Long
Spanish	L 119	Dr. Galbis
Chinese	L 113	Mr. Law

1:00 p.m. - 4:00 p.m.

Class	Room	Instructor
Principles and Philosophy of Vocational Education	C 11	Mr. Ruelas

TO: Vocational Center Directors and Administrators
FROM: Gene Long, USF Bilingual Vocational Instructor Training Program
DATE: January 3, 1979

During the period from January 2 - January 26, the University of San Francisco will be holding an Intersession schedule. The students in the Bilingual Vocational Instructor Training Program will do a practicum at their work site. Enclosed is the packet of materials distributed to the participants. We will, of course, contact you about visiting the participant at your center during January 1979.

We also hope that in the cases where program participants do not have an appropriate job site at which to complete their practicum, we could count on your cooperation in arranging their practicum assisgnment at your center.

15.11

UNIVERSITY OF SAN FRANCISCO
MULTICULTURAL PROGRAM

TO: Counselors in Bilingual Vocational Instructor Training Program

FROM: Dr. Eugene S. Long
Assistant Director

DATE: January 12, 1979

RE: January Practicum

To provide a meaningful practicum, the following procedures have been developed. All counseling students are to attend three scheduled workshops on tests and assessment instruments used in job counseling. We have been fortunate to engage the services of Terry Burns, a consultant on tests and assessment with the ESAA Program of the San Francisco Unified School District, to give these workshops. She is an expert in this area and will not only give you an overview of the types of tests available, their uses, validity, and biases, but administer these tests (the M.M.P.I., Kuder, Strong-Cambell, Meyers-Briggs, etc.) to you, so that you have first-hand knowledge of these assessment instruments.

The workshop schedule is as follows:

January 18, 1979	Thursday	5-7PM	N227*
January 23, 1979	Tuesday	5-7PM	N227
January 25, 1979	Thursday	5-7PM	N227

*Cowell Hall of Nursing; next to Campion Hall.

To complete the practicum, counselors are to keep a daily log of their counseling activities (including phone contact). This log would include the date, time, person, and purpose of communication. A full report on personal counseling, which would include a statement of the problem, action, and solution, should be recorded for selected clients. A section for "Counselor Comments" would record how the counselor felt about the counselee and their relationship.

Due: February 5, 1979

CAMPION HALL
SAN FRANCISCO, CALIFORNIA 94117
415/666-6876

15.12

CLASS OBSERVATION FORM

UNIVERSITY OF SAN FRANCISCO
Bilingual Vocational Instructors
Training Program
School of Education
Fulton Avenue, S. F., CA 94117

Ed. ____________________

Semester ____________________

Year ____________________

Date ____________________

Time ____________________

Name of Participant ____

Institution ____________________ City ____________________

Subject ____________________ No. of Students ____________

Program Director ____

USF Supervisor ____

1. Detailed Evaluation

Directions: Mark with a check the column heading which best describes the performance of the participant-teacher in each item below.

	Outstanding	Very Good	Good	Fair	Unsatisfactory	Not observed
A. Planning						
1. Sets Objectives appropriate for vocational students.						
2. Selects appropriate and varied content, materials and activities.						
3. Develops a variety of evaluation procedures conducive to learning and consistent with teaching goals.						
4. Shows evidence of consultation/collaboration with the appropriate vocational instructors in the program.						

CLASS OBSERVATION FORM

	Outstanding	Very Good	Good	Fair	Unsatisfactory	Not observed
B. Teaching (Execution of class activities)						
1. Demonstrates mastery of vocational subject.						
2. Makes the subject matter interesting to the students.						
3. Conducts learning experiences creatively, systematically and effectively.						
4. Evaluates learning experiences effectively.						
5. Uses a variety of teaching materials.						
6. Demonstrates relevance of teaching materials to vocations.						
7. Follows planned objectives.						
8. Motivates student interaction.						
9. Demonstrates cross-cultural awareness.						
10. Uses target language for introduction of concepts and for clarification.						
11. Reenforces high frequency vocabulary, idioms, structure.						
C. Management						
1. When possible and appropriate, involves the students in planning and executing class routines.						
2. When needed, is able to take the responsibility for exercising authority.						
3. Demonstrates careful planning and handling of materials, equipment, supplies and clerical routines.						
4. Lesson executed in time allotted.						
D. Interpersonal Relationships						
1. Establishes role as leader, but encourages self-direction and responsibility in vocational students.						

CLASS OBSERVATION FORM

	Outstanding	Very Good	Good	Fair	Unsatisfactory	Not observed
D. Interpersonal Relationships (continued)						
2. Is responsive to students regardless of sex, ability, achievement or ethnic background.						
3. Provides for individual differences.						
4. Is consistently fair and considerate in relationships with students.						
5. Stimulates effective interaction and creative thinking about vocational education.						
E. Professional and Personal Qualities and Behavior						
1. Respects individuality and shows concern for others.						
2. Accepts suggestions						
3. Is tactful and pleasant.						
4. Is alert and able to adjust to unexpected situations.						
5. Shows enthusiasm.						
6. Demonstrates self-confidence.						
F. Proficiency in and Use of the Language(s) of Instruction						
1. English						
a. Oral						
b. Written (where appropriate)						
2. Target language						
a. Oral						
b. Written (Where appropriate)						
3. Technical-vocational vocabulary						
a. Oral						
b. Written (where appropriate)						

COMMENTS (After first and second observations)

Strong points:

Need to develop:

______________________ ______________________
Student Signature U.S.F. Supervisor's Signature

Date:______________________ Date:______________________

SUMMARY EVALUATION (Last visit only)

Strong Points:

Where and How He/She Has Shown Improvement:

Where and How He/She Should Work for Further Improvement:

SUMMARY EVALUATION (continued)

Over-all Performance:

______________________ Date

Signed ______________________ U.S.F. Supervisor

______________________ Date

Signed ______________________ Participant

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

SPRING SEMESTER: GENERAL ORIENTATION

FEBRUARY 6, 1979
4PM, LM 346

1. Preliminary remarks: introduction of new faculty and students
2. Registration: specialty courses and the program guidelines
3. Schedule - Language classes, Lone Mountain
4. Advising List
5. Advancement to Candidacy, Master's Completion Requirement
6. Practicum grades, counseling practicum
7. Fall semester grades
8. Attendance - stipend
9. Program recruitment and goals
10. Other concerns

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

Calendar

February 6, Tuesday: Classes begin. 4PM, General Meeting LM 346.

April 12, Thursday through April 17, Tuesday, Easter Recess, no classes

May 10, Thursday: Last day of classes

May 12, Saturday through May 19, Saturday: Final Examinations

June 4, Monday: Beginning of Summer Practicum

July 13, Friday: End of Summer Practicum

Schedule

Course No.	Course Title	Room	Day/Time	Instructor
147	Techniques of Counseling	LM 352	T 6-8PM	O'Neill
225B	Issues & Problems, Voc. Education	LM 355	Sat 1-4	Ruelas
227	Seminar in Bil Voc Ed	LM 355	Th 6-8	Sciranka
230B	Teaching English as a Second Language	LM 344	T 6-8	Messerschmitt
300B	Bil Voc Skills: Bus/Cler.	LM 243	T 6-8	Zelaya
301B	Bil Voc Skills: Tech/Ind.	N 322	T 6-8	Ruelas
312-314	Chinese for Teachers II-IV	LM 345	T 4-5:30 Th 4-5:30 Sat 9-12N	Woo Woo Woo
342-345	Spanish for Teachers II-IV	LM 355	T 4-5:30 Th 4-5:30 Sat 9-12N	Galbis Galbis Galbis
310	ESL	LM 245	T 4-5:30 Th 4-5:30 Sat 9-12N	Griffin Griffin Griffin

* LM - Lone Mountain

** Attendance is required at all classes. Stipend checks will be adjusted in cases of unexcused absences.

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

15.20

Spring, 1979 Schedule

Tuesday			Thursday		
4:10 p.m. - 5:40 p.m.			4:10 p.m. - 5:40 p.m.		
Language	**Room**	**Instructor**	**Language**	**Room**	**Instructor**
ESL	MC 117	Griffin	ESL	MC 117	same
Spanish	LM 355,357	Galbis/Abad	Spanish	LM 355,357	
Chinese*	LM 245,347	Woo	Chinese*	LM 245,347	
Lang Exch	LM 352	Long(in charge)	Lang Exch	LM 352	
6:00 p.m. - 8:00 p.m.					
Area Classes	**Room**	**Instructor**	**Class**	**Room**	**Instructor**
TESL	LM 344	Messerschmitt	Seminar in Bilingual Vocational Education	LM 244 LM 343 LM 347 LM 352	Sciranka
Counseling	LM 352	O'Neill			
Bus/Cler	LM 245	Zelaya			
Tech/Ind.	N 322	Ruelas			

Saturday

:00 a.m. - 12:00 Noon

Class	Room	Instructor
ESL	MC 117	Griffin
Spanish	LM 355,357	Galbis/Abad
Chinese*	LM 344	Woo

1:00 p.m. - 4:00 p.m.

Class	Room	Instructor
Issues and Problems in Vocational Education	N325	Ruelas

*Chinese classes meet Tu and Th 4:20 - 5:50 and Sat 9:30 - 12;30

MC - McLaren Hall LM - Lone Mountain N - Cowell Nursing Building

Department Office: Campion Hall D5, Phone: 666-6878

Guidelines for Peer Observations

The purpose of the peer observations is two-fold:

1. To give the observer insights into the methods, materials and teaching style used in a setting similar to the observer's.
2. To give the observed vocational/ESL instructors the benefits of a constructive evaluation by an experienced colleague who has teaching experience in a related area and shares some common experiences in bilingual vocational or ESL instructor training.

Procedures:

Each participant is to visit a fellow participant's program a minimum of three times to observe classes in session. (To be most effective, visit the same class each time). After each visit, the class observation form (adapted to your particular needs) is filled out and the information shared with the instructor. (The observed colleague signs the class observation form as the "student".) These forms, together with a 1-2 page narrative is to be turned in by June 29, 1979. The narrative should contain the following:

* A description of the program and the particular class observed (level, background, objectives etc.)

* General observations on class visits (what you saw)

* An evaluation of the demonstrated teaching effectiveness

* A summary of what you learned by these observations, making pertinent comparisons with your program and teaching methodology

Please follow established procedures for visiting programs. First make arrangements with your participant-colleague. Then call the program director to get permission. Check in officially when you visit the program, etc.

There will be a meeting of Teacher participants to discuss these procedures and clarify any outstanding points on May 22nd at 4:30 P.M. in Rm. D-7 Campion Hall. Please be prompt. Bring the guidelines and the Class Observation Form. Call Gene Long if you have questions (666-6878).

APPENDIX B

PROGRAM PARTICIPANTS

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING

PROGRAM

Work site/supervisor list

AGUILAR, Phillip B
Vocational Skills Instructor
East Bay Skills Center
Oakland Welding Institute
1100-67th Street
Oakland, CA 94587
658-7356
Supervisor:

AU, David P
Teacher's Asst. & Counselor
Galileo High School
1150 Francisco Street
San Francisco, CA 94109
771-3150
Supervisor: Ms Teresa Chow

BARRUETO, Gladis
Bil. Paraprofessional
Edison School
3531-22nd Street
San Francisco, CA
821-4510
Supervisor: Ms. Pat Ketler

BAUTISTA, Gloria V
Schedule I (Business Instructor)
Mission Community College
160 S. Van Ness
San Francisco, CA 94116
Supervisor: Carlota del Portillo

BERMEJO, Elmy
Restaurant & Lang. Skills Instructor
Tommy's Restaurant
5929 Geary Blvd.
San Francisco
387-4747
Supervisor: Mr Tomas Bermejo

CABRERA, Angelo C
Senior Program Supervisor
John O'Connel Comm. Coll. District
425 Fourth Street
San Francisco
495-3176
Supervisor: Gary V. Tom

CABRERA, DeAnn
Counseling & Personnel Interviewin
Transportation Industry
S. Pacific Transport Company
301 Mission Street
San Francisco, CA 94105
362-1212 ext. 22039
Supervisor: Ms. E.M. O'Donnell

CARRERAS, Rosalia Alba
Teacher Bil. Special Ed.
Oakland Unified School District
6328 East - 17th Street
Oakland
638-3963
Supervisor: Ms Henderson

CASTILLO, Myriam Ramirez
Meal-site coordinator
Senior Citizens Center
1433 - 12th Ave
Oakland, CA. 94601
533-1294
Supervisor: Fran Bellman

CASUL, Algeo
Comminity Program Developer
Outreach Program
Golden Gate Regional Center
346-9th Street
San Francisco, CA 94103
864-0070
Supervisor: Dr. Margaret Miller

CENTENO, J. Rafael
Reading Specialist & Counselor
Mission Reading Clinic
3391 - 16th Street
San Francisco, CA 94114
626-8182
Supervisor: Ken Romines

CERONE, Lydia Ann
Teacher Eng/Span Voc. Med/Dental
Receptionist Program
Mission Community College Center
160 S. Van Ness Ave
San Francisco, CA 94116
863-3887
Supervisor: Carlota del Portillo

Work-site/Supervisor list con'td.

CHAN, Franklin Jen-Hwa
CETA Employment Support Coordinator
Chinatown Resources Dev. Center
615 Grant Ave, 4th Floor
San Francisco, CA 94608
391-7583
Supervisor: Myriam Chen

CHIN, Eddie
Teacher
Gunterland Comm. College
863 Jackson Street
San Francisco
and
Intake Counselor
American Cooks School
1450 Powell Street
San Francisco
982-3719
Supervisor: Sam Louie

CHIN, Emily Wong
ESL teacher
S.F. Comm. Coll. District
Chinatown/Northbeach Center
835 Jackson Street
San Francisco
982-1929
Supervisor: Sam Hon

CHIN, Muriel
Clerk/typist & Accounting tchn
Dept of Health, Ed. & Welfare
50 United Nations Plaza
San Francisco, CA 94102
556-5110
Supervisor: Mr. Alan Chaney

CRUZ, Guadalupe Rojas
ESL Instructor
Bay Area Hispanic Institute
for Advancement
2168 Shattuck Ave, Suite 216
Berkeley, CA 94704
525-1463
Supervisor:

DEAR, Carol
Secretary to Dir. MLTC Program
Univeristy of San Francisco
Campion D-4
San Francisco, CA 94117
666-6878
Supervisor: Dr. John Tsu

DE LA O, Eugene
Staff Assistant
DeAnza Coll. Bilingual Center
725 North Fair Oaks Ave
Sunnyvale, CA 94086
(408) 739-4612
Supervisor: Norma Zoffman
and
BACOP, 491 S. Almaden Ave
San Jose
293-5913
Supervisor: Frank Zamora

GAMBOA, Susan Elizabeth
Vocational ESL Teacher
Mission Language & Voc. School
2929 - 19th Street
San Francisco, CA 94110
Supervisor:

GARITA, Norys M
In-service Training & Voc. Counsel
Mission Childcare Consortium
824 North Carolina Street
San Francisco
647-0473/648-5755
Supervisor:

GRAHAM, Molan

HAMILTON, Adela Market
ESL Teacher of Industrial Arts
to Hispanic Workers
Napa Unified School District
Jefferson Street
Napa, CA 94558
(707) 252-5594
Supervisor: Judy Hartman
and
ESL Teacher ABE
Stucco Stone Products, Inc.
P.O. Box 237, Highway 29
Napa, CA 94558

Supervisor: Floyd Brown

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

Work-site/Supervisor list cont'd.

HEARE, Nicole Garrison
Vocational ESL Instructor
S.F. Comm. Coll. District
Galileo Comm. Coll. Center
160 S. Van Ness Ave
San Francisco, CA 94111
863-3887
Supervisor:
and
Oakland Public School Neighborhood Centers
125 East 11th Street
Oakland, CA
452-1612/863-3887
Supervisor:

HUANG, Lois Hsin Fong

LEE, Diana Nancy ,
Title VII Project Secretary
S.F. State University
1600 Holloway
School of Ed. ISED
San Francisco, CA 94132
469-1792/1088
Supervisor:
and
Crafts Volunteer
On Lok Senior Center
989-2578
Supervisor:

LEE, Shirley Yee
Vocational ESL Teacher
Asians for Job Opportunities
1617 University Ave
Berkeley, CA 94703
548-6700
Supervisor: Mr. Tony Leong
and
Oakland Adult Day School
2455 Church Street
Oakland, CA 94605
638-8484
Supervisor: Mr. Ed. Shands

LEONG, Helen Ngan
Vocational ESL Instructor
Chinatown/Northbeach Comm.Coll.Cent
1665 Leavenworth Street
San Francisco, CA 94109
982-1929
Supervisor: Mr. Sam Hom
and
865 Jackson Street
San Francisco, CA 94109
Supervisor:

LEONG, Edmund
Engineer
Skidmore Owen and Merrill
1 Maritime Plaza
San Francisco, CA 94111
981-1555
Supervisor: Mr. S. Johnston

LEUNG, Rowena Huen
Voc. ESL Instructor & Business Math. Instructor
Oakland Technical High School
4351 Broadway Street
Oakland, CA 94611
658-5300
Supervisor: Mr. Miller
and
Westlake Junior High

Supervisor: Mr Chin

LOUIE, Virginia
Eligibility Technician
Alameda County Social Services
4501 Broadway
Oakland, CA 94611
874-5697
Supervisor: Britt Melbey

LOW, Jennie
Vocational ESL Teacher Aide
AJOB
1617 University Ave
Berkeley, CA 94703
548-6700
Supervisor: Tony Leong

Work-site/Supervisor list cont'd.

LOW, Joanne
Vocational ESL Instructor
S.F. Skills Center
1311 Sutter Street
San Francisco, CA 94110
441-1173
Supervisor: Yvonne Powell
and
Chinatown/North Beach Center
615 Grant Ave, 4th Floor
San Francisco, CA 94108
391-7583
Supervisor: Sam Hom
and
George Washington High, Bil.Office
32nd and Anza
San Francisco, CA 94121
397-0550 ext. 38
Supervisor: Jennie Horn

LUK, Alicia
Accounting Instructional Aid
Summer Food Program for Children

Supervisor:

LUK, Katherine
Vocational Instructor, Commercial
California Coastal Commission
631 Howard Street
San Francisco

Supervisor:

LUM, Ruth
Secretarial Skills Instructor
Clerical/Steno Training Program
S.F. State University
1600 Holloway Ave, BSS 113
San Francisco, CA 94132
469-1369
Supervisor: William O. Clement

MAESTRE, Jose M
Graphics Arts Voc. Instructor
Mission Comm. Coll. Center
S.F. Comm. Coll. District
160 S. Van Ness Ave
San Francisco, CA 94111
863-3887
Supervisor: Carlota del Portillo
and
PM Productions
6986 Shepherd's Canyon Road
Oakland, CA 94611
339-8006
Supervisor: Self

MERCED, Claire
Counselor - Hispanic
S.F. Bay Girl Scout Council
58 Cypress Lane
Brisbane, CA 94005
467-3330
Supervisor: Joy Luster

MO, Eric Kai
Vocational Counselor
S.F. Community College District
Indochinese Training Project
22 Waller Street
San Francisco, CA 94102
Supervisor:
and
Alameda County Employment & Traini
Abroad
881-6075/6076
Supervisor:

MUNOZ, Romelia B
Counselor
New Haven Unified School District
Alvarado Niles
Union City, CA 94538
471-2461/471-1100
Supervisor: Lorraine Domestice

ONG, Roberta Li-Po
Job Developer-Clerical Instructor
Indochinese Training Program
31 Gough Street
San Francisco, CA 94102
239-3050
Supervisor: Marlene Butler-Spenser

OWENS, Juanita
Vocational Teacher
Mission Community College Voc.Cent
S.F. Community Coll. District
160 S. Van Ness Ave
San Francisco, CA 94116
Supervisor:

Work-site/Supervisor list cont'd

PEREZ, Miguelina
Job Developer
OBECA/ARRIBA JUNTOS
2940 - 16th Street
San Francisco, CA 94103
863-9310
Supervisor:

PLASENCIA, Ismael
Welding Instructor
Laney College
900 Fallon Street
Oakland

Supervisor: Mr. Wilburn

RIERA, Arturo
Vocational Job Developer
OBECA/ARRIBA JUNTOS (Agency)
2017 Mission St., 2nd Floor
San Francisco, CA 94110
863-9307
Supervisor: Rafael Lopez

RODRIGUEZ, Edgardo
Student Assistant
MLTC Program
University of San Francisco
2130 Fulton
San Francisco, CA 94117
666-6878
Supervisor: Ignacio Galbis

RODRIGUEZ-VIDAL, Ricardo
Employment Rep.
Mission Language & Voc. School
2929 19th Street
San Francisco, CA 94110
648-5220 ext. 21
Supervisor: Jorge Lopez

SAINZ, Ana Maria
Voc. Teacher of Bil. Med/Dental
Occupational Program
Mission Comm. Coll. Voc. Center
S.F. Community College District
160 S. Van Ness Ave
San Francisco, CA 94116
863-3887
Supervisor:

SCHINDLER, Samuel Roury
Coordinator of Programs, Model Cities
Program
Mission Reading Clinic
3391 - 16th Street
San Francisco
626-8192
Supervisor:

SOTOMAYOR, Anthony L
Job Counselor
Calif. State Dept. of Employment Dev.
1449 Mission Street
San Francisco, CA 94114
557-1859
Supervisor:

TOM, Gary V
Assistant Director
Chinatown/North Beach Comm. Coll.Cente
865 Jackson Street
San Francisco, CA 94109
982-1929
Supervisor:

TSANG, Simon Kin-Bun
Vocational ESL Teacher
Chinatown Resources Dev. Center
615 Grant Ave, 5th Floor
San Francisco, CA 94108
391-7583
Supervisor: Mr. David Hemphill

WANG, Mercy
Bank Teller
American Savings

San Francisco
849-7200
Supervisor: Bob Grandge

WON, Linda M
M.G.M. Teacher
M.H. Tobias School
727 Southgate Ave
Daly City, CA 94105
991-1246
Supervisor: George Grant

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

Work-site/Supervisor list cont'd

WONG, Daisy P
ESL Teacher
George Washington High School
600 32nd Ave
San Francisco, CA 94121
387-0550
Supervisor: Jennie Horn

WONG, Kenneth C
Machinist Pre-Apprentice
Apprenticeship Program
Administrative Offices
234 Marshall St., Suite 1
Redwood City, CA 94063
365-7184
Supervisor: Robert Feldscher

WONG, Kenneth Hay
Work experience instructor
S.F. Unified School District
George Washington High
32nd and Anza Street
San Francisco, CA 94121
387-0550 ext. 44/45
and
Galileo High School
Youth Work Program
1150 Francisco Street
San Francisco, CA 94109
776-5638
Supervisor: Jim Coleman 565-9604

WOO, Marianna May Yung
Vocational ESL Instructor,
YWCA, 620 Sutter Street
San Francisco
775-6500
Supervisor:

YEE, Evelyn
Vocational ESL Teacher
AJOB
1617 University Ave
Berkeley, CA 94703
548-6700
Supervisor: Tony Leong
and
Neighborhood Centers
Oakland Public Schools
1025 - 2nd Ave
Oakland, CA 94606
452-1405
Supervisor: James White

B.V.I.T. PROGRAM

Participants Who Completed Program

August 1979

- AGUILAR, Phillip B.
- AU, David P.
- BARRUETO, Gladis
- BAUTISTA, Gloria V.
- BERMEJO, Elmy
- CABRERA, Angelo C.
- CASTILLO, Myriam Ramirez
- CASUL, Algeo, Jr.
- CENTIENO, J. Rafael
- CERONE, Lydia Ann
- CHAN, Franklin Jen-Hwa
- CHIN, Eddie Yelph
- CRUZ, Guadalupe Rojas
- DEAR, Carol
- EUGENE, De la O Jr.
- GAMBOA, Susan Elizabeth
- GARITA, Norys M.
- GRAHAM, Molan
- HAMILTON, Adela Market
- HEARE, Nicole Garrison
- HUANG, Lois Hsin Fong
- LEE, Diana Nancy
- LEE, Shirley Yee
- LEONG, Helen Ngan
- LEUNG, Edmund
- LEUNG, Rowena Huen
- LOUIE, Virginia
- LOW, Jennie
- LOW, Joanne
- LUK, Alicia
- LUM, Ruth
- MAESTRE, Jose M.
- MO, Eric Kai
- ONG, Roberta Li-Po
- PWENS, Juanita
- PEREZ, Miguelina
- PLASENCIA, Ismael
- RIERA, Arturo
- RODRIGUEZ, Ricardo Vidal
- SAINZ, Ana Maria
- SCHINDLER, Samuel Roury
- WANG, Mercy
- WON, Linda M.
- WONG, Daisy P.

B.V.I.T. Program
Participants Who Completed Program
August 1979
Page 2

WONG, Kenneth C.

WONG, Kenneth Hay

WOO, Marianna May Yung

TOM, Gary V.YEE, Evelyn

APPENDIX C

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM:

Course Descriptions and Outlines

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

Course Descriptions

225A Principles and Philosophy of Vocational Education (3)

An introduction to the history and aims of the vocational/occupational education movement in the U.S. and abroad, including analysis of local, state, and federal legislation; and the structure, planning, implementation, and evaluation of vocational programs.

225B Principles and Philosophy of Vocational Education: Issues and Problems (3)

A continuation of 225A, with emphasis on current issues and problems in bilingual vocational education.

227 Seminar in Bilingual Vocational Education (3)

Discussion and analysis of selected topics in bilingual vocational education in the San Francisco Bay Area with class reports from participants on the vocational and job counseling programs of his/her institution.

300 Bilingual Vocational Education: Business and Clerical Skills (3)

Business and clerical skills geared to instructors of adult bilingual vocational classes. Theory and practice. The development of methodology, curriculum, and materials suitable to the bilingual teaching of business and clerical skills.

301 Bilingual Vocational Education: Industrial and Technical Skills (3)

Industrial and technical skills geared to instructors of adult bilingual vocational classes. Theory and practice. The development of methodology, curriculum, and materials suitable to the bilingual teaching of industrial and technological skills.

302 Bilingual Vocational Education: Medical/Dental Assisting Skills (3)

Medical and dental assisting geared to instructors of adult bilingual vocational classes. Theory and practice. The development of methodology, curriculum, and materials suitable to the bilingual teaching of medical/dental assisting.

303 Bilingual Vocational Education: Banking and Accounting Skills (3)

Banking and accounting skills geared to instructors of adult bilingual vocational classes. Theory and practice. The development of methodology, curriculum, and materials suitable to the bilingual teaching of banking and accounting skills.

404 Research in Bilingualism and Bilingual Education (3)

Designed to increase knowledge of, and interest and participation in, research in bilingualism and bilingual education. Findings of Bilingual Education Research will be synthesized and on-going research will be reviewed. Possible area of research will be identified.

416 Psychological Anthropology in Multicultural Education (3)

The course will discuss the mutual influences between culture and the individual. The effect of Socially Sanctioned goals and values on attitudes and behavior; and the role of individual aspirations and emotions in social and cultural development. Special attention will be given to the significance of parent-child relationship and school education from nursery to the primary grades. The observations center in the Far East and the United States but they will be relevant to other parts of the world.

421 Tests and Measurement in Bilingual Education (3)

This course will familiarize students with standard tests in the Bilingual field. Principles underlying test construction particularly related to Bilingual and Multicultural education will be discussed. Scoring tests and interpreting results will be thoroughly examined with students.

426 Content Analysis: Latin American Thought as Reflected in Major Latin American Novels (3)

The purpose of this course is to train students in the ethnology of literature. Methods of analyzing thematic content, ideological conflicts. The style and aesthethical value of major Latin American novels will be dealt with.

427 Thought and Society of Latin America: Pensamiento y Sociedad Latino Americana (3)

The purpose of this course is to acquaint the student with the works and ideas of Latin America's highest exponents in the fields of social science, philosophy and multicultural education.

441 Models of Instruction in Bilingual Education (3)

This course will examine all newly developed instructional models and methods in bilingual and multicultural education.

493 Doctoral Dissertation Continuation (1-6)

Continuously writing dissertation under the guidance of the student's advisor.

411 Ethnopedagogy

The course starts from a critical assessment of learning theories, and examines in a comparative anthropological perspective, the role of education as enculturation.

15 36
Instructor: Leo Ruelas

UNIVERSITY OF SAN FRANCSISCO

Syllabus

Voc. Ed. - Theories & Practices

The topics are designed for three hour presentations, composed of lectures, small group discussions and student presentations. Handouts of materials will accompany most topics.

TOPIC No. 1

An overview is given of how occupations were learned and the conditions for learning from the Greeks through the passage of PL 94-482. Discussion items include Greece, Rome, the Renaissance, Colonial America, the 19th Century, the Douglas Commission, the National Society of the Promotion of Industrial Education, and major federal acts for vocational education. Emphasis is given to the evolution of vocational education into the total program of public education.

TOPIC No. 2

A discussion is given concerned with what constitutes a principle and how principles are utilized in practice. The lesson reviews the principles which were studied by M.L. Barlow and relates these principles to current practices in vocational education. Upon completion of this lesson, the student should be able to list 5 principles and describe their utilization in current vocational education practices.

TOPIC No. 3

This lesson is designed to assist students to develop their own statement of "This is what I believe about vocational education." Emphasis is not given to branches of philosophy such as metaphysics, epistemology, and axiology, but rather toward the development of personalized beliefs concerned with the purposes, characteristics and accomplishments of vocational education.

TOPIC No. 4

The emphasis is given to VEA - 76 with cursory reference to the Smith-Hughes, George Dean and George Barden Acts. It is essential to have students interpret current vocational education legislation rather than to be expertise on historical lesgislative activities. An indepth examination of Pl 94-482, the Vocational Education Act 1976 is presented.

TOPIC No. 5

A cursory overview is provided describing the vocational education organizational structure for the federal, state, and local levels. The services of the USOE, State Department of Education, and Board of Governors of the California Community Colleges are described. The functions of various educational agencies related to vocational education are explained.

TOPIC No. 6

This lesson provides an overview of how state and local district plans for vocational education are developed. The use of a flow chart assists in identifying the steps involved. The 12 functions are identified and explained as to their integration into local district plans for vocational education. The relationship of state plans to VEA 1976 is explained.

TOPIC No 7

An in-depth discussion is conducted of the seven major substantive areas of vocational education. Identification of each area's contributions to vocational education is highlighted. Emphasis is placed on identifying similarities and uniquenesses among the various vocational education substantive areas.

TOPIC No. 8

An in-depth discussion of the purposes and types of various advisory committees is given. Advisory committees such as general, occupational, joint apprenticeship, and community are described and discussed. The intent of this lesson is to provide the student with an overall knowledge of the various types of advisory committees and services they can provide to the school and vocational education.

TOPIC No. 9

This lesson provides information necessary to initiate, operate and evaluate an occupational advisory committee. The mechanics for member selection, meeting planning, letter and records and evaluation techniques are described.

TOPIC No. 10

An overview of work experience and cooperative vocational education as part of the total system and the nature of work experience and cooperative vocational education is discussed. The presentation is concerned with the benefits to the students, school, employers, and communities as well as the operational procedures of these programs. Legal parameters are also given.

TOPIC No. 11

The lesson presents the essential elements necessary for developing a district plan for vocational work experience education. Information is provided concerning staffing patterns, the creation of suitable forms and letters and the establishment of quality standards.

TOPIC No. 12

The rational, scope, and relationship to vocational education to career education is explained. Three current education models (school-based, employer-based, and home/ community) are explained and strengths and weaknesses identified. Strategies are presented for the implementation and operation of current education programs.

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1. Bennett, Charles, A. History of Manual and Industrial Education Up to 1870, III., Chas. A Bennett Co. 1926.

2. Bennett, Charles A. History of Manual and Industrial Education 1870 to 1917, III., Chas. A. Bennett Co. 1937.

3. Barlow, Melvin. The Philosophy or, Quality Vocational Education Programs, Washington DC. American Vocational Association. 1974.

4. Roberts, Roy, W. Vocational and Practical Arts Education, New York, Harper Brothers, Publishers, 1957.

5. Advisory Council on Vocational Education, Vocational Education, U.S. Department of Health, Education and Welfare, 1968.

6. Riles, Wilson, The Vocational Education Act of 1976, Sacramento, California State Department of Education, 1977.

7. Warner, Carolyn, Vocational Program Assessments, Arizona, Arizona Department of Education, 1977.

8. Medsker, Leand and Clark, Georg. State Level Governance of California Junior Colleges, Berkeley, Ca., The Center for Research and Development in Higher Education, 1966.

9. Vocational Education Group of Los Angeles, Principles and Practices of Vocational Education, Los Angeles CA, The Vocational Education Teacher Education Group, 1977.

10. State of California, The California Five - Year State Plan for Vocational Education: A Planning Process, Sacrament, State of California, 1977.

11. Smith, Gwendolyn, D. Federal Funds: Guide to OE - Administered programs, Fiscal Year 1978. Washington DC. American Education, 1978.

SPANISH FOR VOCATIONAL TEACHING AND GUIDANCE CAREERS

Texts and materials:

J. Hernández, Miyares and O. Fernández de la Vega, *Ortografía en Acción*.

J. Hernández, Miyares et al., *Spanish for Nurses and Allied Health Science Students*, (New York: Arco Publishing Co., 1977).

Curso Intensivo de Español, Libros II, III, IV, V (Mexico, 1973).

R.L. Guinle, *Nuevo Diccionario Técnica y de Ingeniería*

Diccionario Técnico y de Terminología Comercial, Contable y Bancaria.

Tomás de Galiana Mingot, *Pequeño Larousse de Ciencias y Técnicas*, (Buenos Aires: Editorial Larousse, 1976).

Illinois State University, *An Exemplary Teacher Education Program for Vocational Teachers of Bilingual Students*, (Normal, III, 1977).

Annotated Bibliography
Handouts

Course requirements and evaluation:

Each student is required to:
1. attend and participate in all class sessions;
2. complete the assigned reading and written exercises for each meeting;
3. take and pass a midterm exam and a final examination (both written and oral).

Class schedule and course outline:

1st week:	*General orientation* Bibliography Needs assessment Syllabus preparation
2nd week:	*Linguistic orientation*. Applied Linguistics.
3rd week:	*Employment in the Vocations* Grammar review. The Subjunctive Mode.
4th week:	*Resumé Writing* Grammar review. Reading and Composition.
5th week:	*Interviewing for Employment Techniques* Grammar review. Reading and literary analysis.

6th week: Syllabus Preparation for the Vocational Curriculum
Reading, stylistic analysis and composition.

7th week: Secretarial Skills Development
Grammar review.

8th week: Mid-term Examination
Current trends in Vocational Instruction.

9th week: Accounting and Administration
Grammar review.
Reading and composition.

10th week: Nursing and Allied Medical Fields
Reading. Explication de Textes.

11th week: Automotive Mechanics
Grammar review.
Reading and analysis of literary concepts.

12th week: Vocational Counseling
Drama workshop.

13th week: Instructional Media: language laboratories, audio-visual and others.

14th week: Preparation for the final examination
General review.

15th week: Final examination. Oral and Written.

Spanish for Vocational Bilingual Instructors Spring'79 - Galbis

Diccionarios , Manuales y otro material bibliográfico disponible:

Pequeño Larousse de Ciencias y Técnicas

Diccionario Porrúa de la Lengua Española

Diccionario Ilustrado de Electrónica (bilingüe)

Tratado de Correspondencia Comercial y Oficial

Terminología Comercial, Contable y Bancaria (bilingüe)

Introducción a la Enfermería

Lecciones de Higiene y Seguridad del Trabajo

Higiene y Seguridad del Trabajo (2do)

Spanish for Nurses & Allied Science Students (bilingue)

Compendio en Inglés y Español para las profesiones de enfermería y medicina

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BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM
COURSE SYLLABUS FOR ESL 310

SPRING SEMESTER, 1979

MULTICULTURAL PROGRAM UNIVERSITY OF SAN FRANCISCO
SCHOOL OF EDUCATION
INSTRUCTOR: SUZANNE M. GRIFFIN

PURPOSE: To upgrade and refine the linguistic and research skills of the students in the course so that they may successfully complete their courses for a Master's degree in the Bilingual Vocational Instructor Training Program.

EMPHASIS: Improvement of students' academic writing and seminar skills in the context of the specialized linguistic requirements of their professional areas (vocational counseling and vocational training of Bilingual students)

METHOD: Introduction of new material by the instructor in an informal lecture-discussion setting. In-class practice of new skill material. Homework assignments based on class activities. Wherever possible, these assignments utilize text material and lecture material from students' content courses.

TEXTS:
A Manual for Writers. (Fourth Edition) by Kate L. Tarabian.
A Handbook of Bilingual Education (Revised Edition) by Muriel R. Saville and Rudolph Troike
Pronunciation lessons developed by the instructor
Study Skill Handouts developed by the instructor
Course materials (texts and articles) brought in by the students

RATIONALE FOR TEXTS: Tarabian's A Manual for Writers is the accepted style and research handbook at the University of San Francisco. Many students in the class are unfamiliar with the material in this text, yet their research papers will be judged by their adherence to the guidelines of the text.

A Handbook for Bilingual Education provides students and the instructor with a common text for the practice of skimming, scanning and text analysis as well as a basis for practicing the writing skills of outlining, paraphrasing and summarizing. The text also familiarizes the students with the language of formal research in their profession.

SKILL AREA INSTRUCTION:

Speaking: Students will receive regular instruction in pronunciation and accent correction. Material covered will be based upon instructor's analysis of student's difficulties in this area.

Students will receive instruction and practice in the formal seminar skills required in courses at the graduate level. They will be video-taped when giving oral presentations based on class assignments and will have the opportunity to critique their own performances with the assistance of the instructor.

Major assignments: Individual presentations of program descriptions 2/22
Formal panel discussion on OSHA 4/3
Formal presentation of research papers (May)

COURSE SYLLABUS FOR ESL 310

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM
GRIFFIN/SPRING 1979 -- PAGE 2

Listening: Students will receive regular instruction in and practice in efficient notetaking during lectures. Discussion of their progress will take place on an individual basis. (This will be a focus area for February.)

Students' listening discrimination skills will be tested in weekly dictations based on pronunciation lessons. (Focus area for March.)

Reading: Students will learn how to read more efficiently and more rapidly through instruction in and practice using skimming and scanning techniques. They will also receive assistance in increasing their comprehension by analysis of rhetorical organization, the use of conjunctions, and other linguistic devices which are critical to the understanding of the meaning of a text in English. (Focus area for March.)

Writing: Students will receive practice in the organizational patterns and rhetorical style of expository prose in their professional areas. Through outlining, precise writing, paraphrasing and summary writing they will learn to model their expository writing after good examples of writing in their subject areas. These exercises will also emphasize the intimate relationship between reading comprehension and rhetorical expression. (Focus area for February and March.)

Students will receive instruction in the mechanics of writing expected in graduate papers in English. This instruction will include a review of punctuation, abbreviations, footnotes and complex grammar. (Focus area for March.)

Students will receive instruction in the structure and organization of formal program reports, project reports and graduate research papers. They will hand in final drafts of one of each of these types of formal writing. (On-going instruction.)

Students will receive detailed instruction on the writing of a graduate research paper. They will be expected to hand in research notes, outlines, rough drafts, and completed papers. Each student may choose a paper from another course to hand in simultaneously in this course at the various stages of completion. (Focus area for April and May.)

Students will receive assistance in organizing and completing a finished resume or qualifications brief. This will complete the instruction in resume writing begun in the fall semester. (Focus area for February.)

ATTACHED: Student assignment sheets from 2/17 through 4/10

ESL 310 BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM AND TEACHER PREPARATION PROGRAM

CLASS DATE	ACTIVITY OR ASSIGNMENT
2/17 (Saturday)	RESUMES--Hand in revised resume with a copy of your old resume (Consultation)
	NOTETAKING PRACTICE (in-class activity)
	DESCRIBING PROGRAM OBJECTIVES -- This is the second part of the program description you are writing (in-class activity)
	PARAPHRASE AND ARTICLE SUMMARY (pp.3-6) of the handout you received in class on 2/15 (Homework assignment)
2/20 (Tuesday)	NOTETAKING PRACTICE (in-class) PROGRAM DESCRIPTION (in-class complete the descriptions written on 2/17) ARTICLE SUMMARY: Write a summary of an article that you have been assigned for another class in the program and hand it in on 2/24 with a photocopy of the original article. The article should be about three pages long and the summary should be about three paragraphs.
2/22 (Thursday) Meet in Cowell Hall G-9 T. V. Studio	SPEAKING PROFESSIONALLY -- Be prepared to give an oral description of the program you work in based upon the written program description you prepared in class on 2/17 and 2/20. If possible, I will videotape this session and play it back on 2/27/
2/24 (Saturday)	ARTICLE SUMMARIES -- described for 2/20. Hand in. Individual consulations during the second half of class.
	OUTLINING -- review of outlining procedure. Cooperative in-class outline of a professional article handed out by the instructor.
	HOMEWORK: Prepare an outline of a professional article you are reading or of a paper you are writing for one of your courses and hand it in 2/27 or 3/1.
2/27 (Tuesday) Meet in Cowell Hall G-9	SPEAKING PROFESSIONALLY: Playback session of speeches recorded on 2/22. Discussion of individual speaker's strengths and weaknesses.
	OUTLINING -- Discussion of the outline assignment given on 2/24

ESL 310 BILINGUAL VOCATIONAL INSTRUCTOR
TRAINING PROGRAM SUZANNE GRIFFIN INSTRUCTOR

CLASS DATE	ACTIVITY OR ASSIGNMENT
3/1 (Thursday)	Pronunciation /i/ vs. /I/; Text analysis Ch. 2 Bilingual Handbook Homework due: Notes from Lecture on 2/24 in content area using notetaking method outlined in ESL class on 2/24 For 3/3 Outline Ch. 2 of Handbook of Bilingual Education
3/3 (Saturday)	Pronunciation: R-colored vowels Dictation Panel Discussion Techniques: Practice phrases Writing: Lecture on the structure of a formal paper Homework: Read Chapter 1 of A Manual for Writing by Tarabian (Fourth Edition). Hand in outline assigned on 3/1/
3/6 (Tuesday)	Pronunciation: /b/ vs. /v/ Writing: In-class summary writing based on outline collected 3/3. Discussion of Ch. 1 of Tarabian if necessary Homework: Begin outline of Panel Discussion on OSHA (due 3/10)
3/8 (Thursday)	Pronunciation: /š/ vs. /č/ Writing: Lecture and Discussion of Ch. 2 of Tarabian Homework: Read Ch. 2 of Tarabian
3/10 (Saturday)	Pronunciation: Dictation on /s/ vs. /č/ and /b/ vs. /v/ Writing: The Use of Graphs and Tables -- Tarabian Ch. 10 Panel Discussion: Using Graphs and Tables in Reports Homework: Read Ch. 3 of Bilingual Educ. Handbook and underline topic sentences in every paragraph
3/13 (Tuesday)	Pronunciation: /j/ vs. /y/ MIDTERM: SUMMARY WRITING BASED ON CHAPTER 3 OF BILINGUAL EDUCATION HANDBOOK (2/3) Homework: Read pp. 30-38 of Tarabian, Ch. 3.
3/15 (Thursday)	Pronunciation: /t/ vs. /d/ Discussion of Tarabian, pp. 30-38 on spelling Homework: Review Ch. 1 and 2 or Tarabian for quiz
3/17 (Saturday)	SUBSTITUTE LECTURER: MR. TODD HOCHSTATTER while Instructor Suzanne Griffin attends an in-service workshop on the USF campus. Dictation: /j/ vs. /y/ and /t/ vs. /d/ Pronunciation Review and introduction of phrase stress Quiz on Tarabian, Ch. 1 and 2 (1/3 of MIDTERM EXAM GRADE) Introduction of Tarabian pp. 38-46 on punctuation Homework: Read pp. 38-46 of Tarabian
3/20 (Tuesday)	Pronunciation: Review of Dictation Errors Writing: Review of Quiz on Tarabian Review of class progress in summary writing Homework: Begin preparing individual notes for OSHA panel discussion

CLASS DATE	ACTIVITY OR ASSIGNMENT
3/22 Thursday	Research: Meet in 117 McLaren before touring Reference and Documents section of Gleeson Library Homework: Locate one source in Gleeson Library to assist the preparation of OSHA Panel Report
3/24 Saturday	Pronunciation: /n/ vs. /ŋ/ Dictation Panel Discussion: Discuss progress of individual reports -- hand in notes Writing: Lecture on Tarabian, pp. 47-54 Homework: Read Tarabian, pp. 47-54
3/27 Tuesday	Pronunciation: / / vs. /d/ Writing: In-class punctuation exercise Homework: *Final Drafts* of individual panel reports on OSHA (due 3/29)
3/29 Thursday	Pronunciation: Practice on rhythmn in American English Panel discussion: The use of visuals in giving oral reports Reading: In-class text analysis of Ch. 4, pp. 31-40 of *Handbook in Bilingual Education* Homework: Read Ch. 4, pp. 41-47
4/3 Tuesday	Pronunciation: /s/ vs. /z/ Panel: Video tape "dry-run" of OSHA panel Homework: Summary of pp. 41-47 HBK BIL. ED.
4/5 Thursday	Panel: Playback and critique session of videotape made 4/3 Homework: Read Tarabian's *Manual for Writers*, Ch. 4.
4/7 Saturday	NO CLASS INSTRUCTOR WILL BE AT CATESOL
4/10 Tuesday	Pronunciation: Dictation on /s/ vs. /z/ Intonation practice Panel: Student report on OSHA panel given in another class Writing mechanics: Discussion of Ch. 4 in Tarabian Homework: Take-home quiz on Tarabian, Chapters 3 and 4
4/12 - 4/15	EASTER VACATION

After Easter we concentrate on the mechanics of writing a research paper. Your final exam grade will be a completed research paper which you have done for one of your courses. You will be graded on how well the paper is executed in terms of the mechanics we will discuss in class (outline, organization, footnotes, bibliography, etc.) We will use Tarabian as our main text for the rest of the writing exercises.

CLASS DATES REMAINING:

4/17 Tues., 4/19 Thurs., 4/21 Sat., 4/24 Tues., 4/26 Thurs., 4/28 Sat.,

5/1 Tues., 5/3 Thurs., 5/5 Sat., 5/8 Tues., 5/10 Thurs., 5/12 Sat., 5/15 Tues.,

5/17 Thurs.

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

Chinese Course Syllabus

Instructor: Lily Woo
Tu & Th 4:20- 5:50
Saturday 9:30-12:30

I. Lessons on Basic Cantonese. The major goal is to help the student to develop the ability to converse in Cantonese on various subjects. Topics include not only coversations used in daily life, but also conversations related to the student's vocational needs.

II. Supplementary Study. Each student to hand in a typed dialogue and/or lecture notes related to his/her specific professional field as class study material.

III. Reading, Writing, Listening. Optional study. Mainly for advanced students who want to learn how to read and write.

February 6	Introduction of Cantonese Tones Study and Review Grammar
February 20	Lesson 1 Grammar Oral Presentation (related to professional field)
February 27	Lesson 2 Grammar Reading, Writing, and Listening Oral Presentation (related to professional field)
March 6	Supplementary Study Group Conversational Practice Quiz Review
March 13	Lesson 3 Reading, Writing, and Listening Oral Presentation
March 20	Supplementary Study Basic Course Supplement Conversational Practice
March 27	Lesson 4 Supplementary Study Group Conversational Practice

April 3	Reading, Writing, and Listening Supplementary Study Group Conversational Practice Quiz
April 10	Lesson 5 Review
April 12 to April 17	EASTER VACATION
April 19	Lesson 6 Supplementary Study Group Conversational Practice
April 24	Reading, Writing, and Listening Supplementary Study Oral Presentation
May 1	Lesson 7 Supplementary Study Group Conversational Practice Quiz
May 8	Lesson 8 Supplementary Study Review
May 12	Oral Final Examination

TEACHING ENGLISH AS A SECOND LANGUAGE #230   D. Messerschmitt

Course Requirements: There will be a mid term and a final exam. The final will cover only the material from the mid term. For those students taking the course for 3 credits there will be one paper due at the beginning of class meeting 13. For those students who are taking the course for 4 credits there will be an additional paper due at the beginning of class meeting 10. Late papers will be accepted but grades will automatically be lowered one half grade. (An "A" will become an "A-").

Tentative Schedule

1. Introduction: What is ESL? What is language? A look at English.
2. The sound system of English.
3. Teaching the sound system of English.
4. Teaching structure.
5. Teaching listening comprehension. Listening for sounds, structural cues, large segments of information.
6. Teaching vocabulary, reading, handwriting and writing.
7. Culture and its relation to the ESL classroom.
8. Coping (survival) English.
9. Mid term (1st hour) - ESL methodologies - an overview - Grammar translation, audio-lingual, cognitive code, etc.
10. Testing and evaluation (first papers due)
11. Materials - Commercial materials available - books, tapes, language lab, etc.
12. Materials - teacher made.
13. First language acquisition and second language acquisition; bilingualism; the place of ESL in bilingual education; developing the curriculum (all papers due).
14. Curriculum; long range goals; special problems; current developments.

Final grades will be based on the two exams and the paper(s). All will be weighted equally.

Papers

Assignment 1 (4 credits). Arrange to observe an ESL class that is totally different from the one that you are currently involved in or hope to be involved in. Observe for at least one hour. Then in a 2 - 3 page (typewritten) paper discuss the following questions:

1. What kind of class did you observe?
   What were the language backgrounds of the students?
2. What were the teacher's goals?
   How did s/he attain them?
3. What kinds of learning experiences occurred?
   (Describe the activities in detail).
4. What materials were used?
5. Was the instructor a good model of English?
6. What was the organization of the program you observed? Where did ESL fit in?
7. What did you learn? What is your critical opinion of what you saw? What new ideas did you get?

Assignment 2 (for all students). Focus on one of the areas discussed in class meetings 2 or 3 and then select one instructional item to develop into a plan for an introductory lesson lasting about 20 minutes. First state the age level and the English ability of your students. Then state what you plan to teach, what materials you will need, etc. Describe in detail all classroom activities. Then discuss, in about a paragraph, your follow up activities for the next day.

ESL 49 Griffin Spring, 1978
Bilingual Vocational Training

NOTE TAKING

I. How to organize
  A. Use outline form.
  B. Leave left hand margin free for comments.
  C. Allow space between items (vertical space) for additional information.

II. What to write
  A. First: nouns, verbs, adjectives (content words).
  B. Add: conjunctions, adverbs, prepositions.
  C. Abbreviate and use symbols wherever possible.
  D. Underline or star for emphasis.
  E. Indicate points of discussion and disagreement within the class (left margin).
  F. Add diagrams, illustrations, symbols appropriate to the subject.
  G. Indicate titles of articles and texts referred to (page# whenever possible).

III. How to use class notes
  A. Review notes within 24 hours after lecture if possible.
  B. Fill in notes when necessary with assigned readings, discussion comments, questions, etc. (Compare your notes with those of other Ss if there is confusion).
  C. Write practice summaries of lecture topics based on notes to prepare for course exams (especially helpful in preparing for essay question exams).

HOMEWORK: Hand in a set of class notes from one of your courses for which you have use this procedure.

ESL 310 BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM AND TEACHER PREPARATION PROGRAM

CLASS DATE	ACTIVITY OR ASSIGNMENT
2/17 (Saturday)	RESUMES--Hand in revised resume with a copy of your old resume (Consultation) NOTETAKING PRACTICE (in-class activity) DESCRIBING PROGRAM OBJECTIVES -- This is the second part of the program description you are writing (in-class activity) PARAPHRASE AND ARTICLE SUMMARY (pp.3-6) of the handout you received in class on 2/15 (Homework assignment)
2/20 (Tuesday)	NOTETAKING PRACTICE (in-class) PROGRAM DESCRIPTION (in-class complete the descriptions written on 2/17) ARTICLE SUMMARY: Write a summary of an article that you have been assigned for another class in the program and hand it in on 2/24 with a photocopy of the original article. The article should be about three pages long and the summary should be about three paragraphs.
2/22 (Thursday) Meet in Cowell Hall G-9 T. V. Studio	SPEAKING PROFESSIONALLY -- Be prepared to give an oral description of the program you work in based upon the written program description you prepared in class on 2/17 and 2/20. If possible, I will videotape this session and play it back on 2/27/
2/24 (Saturday)	ARTICLE SUMMARIES -- described for 2/20. Hand in. Individual consulations during the second half of class. OUTLINING -- review of outlining procedure. Cooperative in-class outline of a professional article handed out by the instructor. HOMEWORK: Prepare an outline of a professional article you are reading or of a paper you are writing for one of your courses and hand it in 2/27 or 3/1.
2/27 (Tuesday) Meet in Cowell Hall G-9	SPEAKING PROFESSIONALLY: Playback session of speeches recorded on 2/22. Discussion of individual speaker's strengths and weaknesses. OUTLINING -- Discussion of the outline assignment given on 2/24

MESSERSCHMITT

MLTC 230B LM 344 T 6-8 52038 15.55

1. Feb. 6 - (1) Intro. "ESL on the Job: The Jantzen Experience"
   (2) The Adult Learner
2. Feb. 13 - Teaching Pronunciation
   "Teaching Intonation, Stress and Rhythm" - Allen and Haskell
3. Feb. 20 - Resources and Materials
   "Visual Materials for High School and Adult Oral Language Teaching," Kunz
4. Feb. 27 - Listening Comprehension. "Focused Listening ofr Structural Cues," Messerschmitt
5. Mar. 6 - Working with Joan Morley's Improving Aural Comprehension
6. Mar. 13 - The Telephone
7. Mar. 20 - Mid-term
8. Mar. 27 - Teaching structure
9. Apr. 3 - Teaching structure
10. Apr. 10 - Fostering conversation and communicative competence
11. Apr. 24 - Reading and Writing

} oral reports

12. May 1 - Testing and placement
13. May 8 - Culture

} oral reports

14. May 15 - Final exam

Text: Classroom Practices in Adult ESL, Ilyin and Tragardh, TESOL

Requirements: Mid-term, final, oral report and project (materials development)

Course: Bilingual Vocational Skills: Business/Clerical
Line No. 55160 Course No. 300 Department: Multicultural Program 3 units

I. Introduction

   A. General scope and sequence of the course

   B. Requirements

II. Anticipated Outcomes

   A. Students shall acquire knowledge of specified business skills and abilities

   B. Specific job preparation

      1. Resume preparation

      2. Job hunting pointers

III. Implementation

   A. Filing Systems

   B. English Shorthand

   C. Alphabetic Shorthand

   D. Beginning Typing

   E. Clear Business Writing for Non-Native Speakers

      1. Memorandums

      2. Composing letters

   F. Bookkeeping

   G. Using visual aids in business instruction

IV. Individualized Instruction

   A. Assist students with particular problems

   B. Each student is to choose an area of interest and research the topic

November 21,1978.

INSTRUCTOR: Manuel Zelaya

COURSE: Bilingual Vocational Skills,Business/Clerical

SUBJECT: Final Project (Outline)

Each student will turn in a teaching unit for any of the areas listed below.

1)Beginning Typing
2)Personal Shrothand
3)Filing
4)English Shorthand
5)Banking (Safe deposit-teller)
6)Clear Business Writing
7)Job Preparation
8)Office Procedures for Medical-Dental Receptionists

Also each student will turn in additional copies to be distributed to all the students. I feel these copies could be used by the students in their professional day to day teaching.

English as a second language for vocational teaching and guidance careers.

Texts:

Houpt, Gary L., "Strategies for Teaching English in Career Education," (Final Report of Delaware State College Careers English Workshop) ERIC 059 404, 1971.

Illinois State University, *An Exemplary Teacher Education Program for Vocational Teachers of Bilingual Students*. Normal, Ill: Illinois State University, 1977.

Paulston, Christina Bratt and Mary Bruder, *Teaching English as a Second Language: Techniques and Procedures*. Cambridge, Mass.: Winthrop Publishers, 1976.

Course work:

1. Assigned readings as appropriate to weekly topics and student interests.
2. Midterm examination, final examination.
3. Preparation of a micro teaching lesson on a selected topic appropriate to vocational/counseling students, to be presented to the class and lesson plan turned in.
4. Class observation and evaluation of an adult-level ESL class, preferrably in vocational program. Presentation to class and report to be turned in.

Week of	
Sept. 18	Orientation: bibliography and tentative syllabus.
Sept. 25	Assessment of student needs and focus of course. Syllabus preparation.
Oct. 2	General linguistic theory. The grammar of English. The teaching of English Grammar in the Vocational classroom.
Oct. 9	Linguistic theory: the phonology of English. The teaching of the sound system of English in the vocational classroom.
Oct. 16	Reading and vocabulary. Theories of reading and learning to read and the place of vocabulary in the vocational ESL class.
Oct. 23	The teaching of writing in the vocational ESL classroom.
Oct. 30	Teaching English as a second language in vocational programs and bilingual programs.
Nov. 6	Curriculum development in TESOL vocational programs.
Nov. 13	Evaluation procedures. Types of tests, their uses and abuses.
Nov. 20	Classroom organization. Writing lesson plans, and designing classroom activities for the vocational English class.
Nov. 27	Teaching English to other specialized populations, older people, illiterates.
Dec. 4	Language laboratories, video tapes and other uses of media in the TESOL Vocational program.
Dec. 9-16	Final Examinations

15.59

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

EXCHANGE LANGUAGE CLASS

Survival Communications in Chinese and Spanish: Lesson topics.
Spring 1979.

1. Simple question patterns. What is this, that? What did you say? How much? What do you want? May I help you?

2. Appointments. Making appointments for Doctor, Dentist, Driver's Exam, Professor, advisor.

3. Clothing. Common articles. Materials, wool, silk, nylon, cotton.

4. Greetings and leave-takings: Formal/informal.

5. Excuses. Making excuses for being late; for being unable to attend; for not paying on time; not returning as expected.

6. Condolences. Death of family member, illness, etc.

   Congratulations. Marriage, receipt of prize, scholarship, Graduation, etc.

7. Directions. On foot/auto to common location, service station, bank, store, BART, bus stop, etc.

8. Classroom language. Directions for classroom activities. Please repeat that; please write that on the board; Will you spell that for me...

9. Negative phrases.
   No, that isn't it. Don't pronounce that ________
   He isn't speaking fast. Please don't talk so fast...
   Nobody says it like that. You never repeat the ____________
   say

10. Shopping. Asking about/for common food items, drug store, quantities, pounds, quarts, pints.

11. Food. Names of common foods in Chinese, Hispanic, American cuisine. How certain dishes are prepared.

12. Pleasantries and compliments.
    It's a nice day; Gee you look great today; Have a nice day; Have a good weekend; Thanks, you too, etc.

13. Emergencies. Fire, Drowning, Sudden illness, etc.

Exchange Language Class cont'd.

14. Common Vocabulary. Colors, sizes, shapes, numbers, time, months, dates.

15. Family relationships.

16. Common commands.
Please speak louder/slower.
Please write the word/phrase.
Will you please sit here/ close the door/talk in Chinese/ Spanish, etc. Please be quiet.

17. Climate and wealth. Common expressions. It's cold/foggy/hot/ warm/chilly/ freezing.

18. Introductions. Formal/informal.

19. Illness. Medicine, treatment.

20. Expletives and taboo words.

21. Money. Denominations, quantities, prices.

22. Common on-the-job vocabulary.

23. Specific vocabulary peculiar to certain occupations.
Auto mechanics, clerical/stenographer, welding, banking, accounting.

24. Job interviews. Common expressions/questions and responses.

25. Parts of the body.

26. Child care. Baby-sitters, instructors/questions/requests.

27. Clothes care. Dry cleaners/ laundry/tailor/dressmaker.

28. Telephone. Conventional speech.
Hello, may I speak with ....
She's/He's not in. Shall I have her/him call you?
What is your name/number, please?
Wrong number. Information, etc.

29. Automobile repair/ maintenance, gas, oil, etc.

30. Sports. Common terminology.

31. Television. Did you see ________ on T.V. last night?
What program do you watch?

MESSERSCHMITT

MLTC 230B LM 344 T 6-8 52038 15.61

1. Feb. 6 - (1) Intro. "ESL on the Job: The Jantzen Experience"
   (2) The Adult Learner
2. Feb. 13 - Teaching Pronunciation
   "Teaching Intonation, Stress and Rhythm" - Allen and Haskell
3. Feb. 20 - Resources and Materials
   "Visual Materials for Hign School and Adult Oral Language Teaching," Kunz
4. Feb. 27 - Listening Comprehension. "Focused Listening ofr Structural Cues," Messerschmitt
5. Mar. 6 - Working with Joan Morley's Improving Aural Comprehension
6. Mar. 13 - The Telephone
7. Mar. 20 - Mid-term
8. Mar. 27 - Teaching structure
9. Apr. 3 - Teaching structure
10. Apr. 10 - Fostering conversation and communicative competence } oral reports
11. Apr. 24 - Reading and Writing
12. May 1 - Testing and placement } oral reports
13. May 8 - Culture
14. May 15 - Final exam

Text: Classroom Practices in Adult ESL, Ilyin and Tragardh, TESOL

Requirements: Mid-term, final, oral report and project (materials development)

USF
University of San Francisco

San Francisco, CA 94117

Multicultural Program
School of Education
D-5 Campion Hall (415) 666-6876

Dear

This is to inform you that your Supervisor for the Bilingual Vocational Practicum, June 1979, is

____

It is important that you and your Supervisor make contact. Your Supervisor is expected to visit your program site with a follow-up conference at least three times in the course of the practicum. Your Supervisor might have contacted you but has not been able to finalize an observation schedule yet. Please feel free to call her/him at 666-6876 or 666-6878 to request an appointment.

I am furnishing you with a copy each of the Responsibilities of the Supervisor and the participant for your reference.

Should there be any questions regarding the practicum, please give me a call at 666-6878.

Sincerely yours,

Eugene S. Long

Eugene Long, Ph.D.
Assistant Director
Bilingual Vocational Instructor
Training Program

Enclosure

15.63

TO: Counseling Practicum Students

FROM: Max Perez

DATE: July 26, 1979

SUBJECT: Summer Counseling Practicum

Anyone who was absent more than once at the summer counseling practicum needs to complete the course requirements before a satisfactory grade can be turned in. The video-movies "Three Therapies" showing the counseling techniques of Carl Rogers, Ellis and Fritz Perls, are available in audio-visual (located in the basement of Cowell Hall, School of Nursing). You should make arrangements to see these films. I also strongly suggest getting into small groups and discussing the content among yourselves. Don't forget to turn in the written case assignment. This will constitute adequate work for credit towards the counseling practicum.

Please feel free to contact me in my office (666-6541) if you have any questions.

Thank you.

UNIVERSITY OF
SAN FRANCISCO

Counseling Practicum Summer 1979

Client: Mrs. Rivas-Wong Age;30. Sex:F. Education: H.S.

Occupation: Unwmployed. Status: Separated. # of dependents: 3

Economic profile: Poverty level

Backgrownd

Mrs. R.W. is of Latin American ancestry and is currently separated and going through the divorce process. They had a confortable income when they were together, but now she only has a nominal income from her husband for child support. She and her two children are currently living with her mother in a large flat in the Mission district She made the decision to terminate her marriage to Mr. Wong because, as she expressed it, wants to be "more than just a housewife." Now she has a desire to go into a para-medical training program, as she believes she can find satisfaction helping the sick get well. She is very clear about this vocational choice, but she is not certain which of the different training programs she would like to go into.

Mental Status

At the present moment Mrs. R.W. is rather anxious about the situation with her husband, and she also experiences some friction with her mother. She is very coherent and clear in her thinking, her appearence is good, and her affective tone is one of sadness and anger.

Situation

You are a counselor in a community based educational agency that acts as a liaison between schools and people wishing to obtain some type of training. Mrs R.W. has heard about you from a friend, and has come to your agency for help You are her counselor.

Problem

Given the facts at your disposal please analyze this case and come up with a possible course of action that you work out with this client. Give a clear rationale for what you decide to do, and explain what specific counselor behaviors you see as being usefull here. Formulate a hypothesys as to what is going on in this woman's life and explain where you see this case going Be carefull not to come up with a "final solution."

MASTER OF ARTS
In Multicultural Education (with Emphasis in Bil. Voc. Ed.)
(30 - 36 units)

I. Foundations (12 Units Total)

Course No.	Course Title	No. of Units
EDMLC 220	Theory and Persp. in Bil. Ed. with emphasis in Voc. Ed.	3
EDMLC 225	Prin. & Phil. of Voc. Ed.	3
EDMLC 225B	Issues and Problems in Voc. Ed.	3
EDMLC 227	Seminar in Bilingual Voc. Ed.	3

II. Methods (Select ONE Area) (6 units)

A. Teaching ESL.

EDMLC 230	Teaching Voc. English as a Second Language	3
EDMLC 230B	Methods and Mats. of TESOL	3

B. Counseling

EDMLC 145/245	Intro. Counseling and Guidance/ Advanced Counseling and Guidance	3
EDMLS 248	Techniques of Counseling with Emphasis in LESA	3

C. Industrial/ Technical

EDMLC 301 301/B	Bilingual Voc. Skills Industrial/Technical	3/ 3

D. Business/ Clerical

EDMLC 300/ 300B	Bilingual Voc. Skills Business/Clerical	3/ 3

E. Medical/ Dental

EDMLC 101/ 102	Medical Assisting/ Dental Assisting	3/ 3

III. Bilingual Field Practicum (12 units)

EDMLC 371	Supervised Bilingual Practicum Phase I	3-6
EDMLC 381	Supervised Bilingual Practicum Phase II	6

IV. Language (6 units total)

A. Chinese or B. Spanish	6

APPENDIX D

INVENTORY OF MATERIALS PRODUCED BY PROGRAM PARTICIPANTS AND BIBLIOGRAPHIES

ISSUE PAPERS

(Produced by Bilingual Vocational Trainees, 1978-79)

1. The Philosophy of Bilingual Education
2. Why in English Only?
3. Improving the Status of Vocational Education
4. A Helping Profession
5. Bilingual Vocational Education and the Student's self-image
6. What Parents want in Child Care: Quality Child Care with Trained Staff
7. Curriculum Development in Bilingual Vocational Education and Training
8. The Philosophy of ESL Training in Vocational Education
9. Equal Education Opportunities for Men and Women in Vocational Education
10. An Approach to Teaching a Clerical Methods Class
11. Middle School Vocational Training
12. Bilingual Vocational Education Versus Vocational Education
13. The Place for Home Economics in Bilingual Vocational Education Programs for Adult Immigrants
14. Possible Qualifying Problems in hiring Les/Nes Individuals
15. A Case Study of Taiwan Immigrants in a Chinese Restaurant
16. Guidelines for the Preparation of Teachers of Bil/Voc Education
17. What Proposition 13 did for some Teachers Like Me
18. Beyond Job Skills: Human Factors Important to Obtaining and Maintaining a Job
19. Burnout
20. Aspects of Billingual Vocational Education
21. The Effects of Vocational Training Without Intrapersonal Skills
22. Comprehension de las Etapas de Crecimiento en La Ninez
23. Esquema Del Curso de Tecnologia en Soldaduras

24. Clear Business Writing for non-native speakers in the Engineering Field

25. The Low Income Developmentally Disabled: An Orientation for Teachers and Counselors

26. Clerical Skills for Upgrading Chinese Bilingual Clerks

27. Curriculum for Vocational Language Instruction

28. Method and Technique in Teaching : The Use of Media and Audio-Visual Materials

29. Employment Test Taking: Mini-course

30. Work Incentive Program

31. Mental Health in Vocational Education

32. Career Education and Vocational Education: Implications for Minorities

33. The Need for Bilingual Vocational Education in the Case of the Indo-Chinese Refugees

34. A Proposal for a Program for Training Vending Machine Route persons/Attendant - presented to the S.F. Community College District

35. Should we Continue Bilingual Education or should we go back to the Traditional Method of Teaching?

36. Keys to Success

37. Vocational Counseling

38. Bilingual/Vocational Training and the LES Adults within the San Francisco Community

39. Against "Against Bilingual Education"

40. The Effects of Proposition 13

41. Learning Disabilities

42. Teacher "Burnout"

43. Vocational Education Curriculum Components

OCCUPATIONAL ANALYSES

(Produced by Bilingual Vocational Trainees, 1978-79)

1. Occupational Analysis - Home Economics
2. Occupational Analysis - Typing
3. Occupational Analysis for Teaching English as a Second Language: Elementary Stage
4. Occupational Analysis: Survival Skills Seminar
5. Occupational Analysis - Food Service
6. Occupational Analysis - Overview of First Aid and Personal Safety
7. Occupational Analysis - Job Preparation to ESL Students
8. Occupational Analysis Guide: ESL/Chinese Waiter/Waitress Course
9. Occupational Analysis for Clerical and Secretarial Professions: Course Outline
10. Occupational Analysis for Bilingual Day Care Aides
11. Occupational Analysis for Bilingual Banking
12. Occupational Analysis for a Teacher to teach Photography to M.G.M Students
13. Occupational Analysis and Course Outline: Electronics Assembly
14. Occupational Analysis for Building Maintenance
15. Occupational Analysis for Interviewing
16. Occupational Analysis for Employment Support Coordinator
17. Occupational Analysis for Beginning Shorthand (To include ESL Vocational Students)
18. Occupational Analysis for getting a job (for ESL Students)
19. Occupational Analysis for Educational Counseling
20. Occupational Analysis: English in Everyday life
21. Instructional Analysis
22. Occupational Analysis and Course Outline for Basic Electronics

COURSE OUTLINES

(Produced by Bilingual Vocational Trainees, 1978-79)

1. Basic Typewriting Curriculum
2. Basic Course Outline for Elementary English Course
3. A Course of Study for Youth Work Work Program in General Work Experience Education
4. Course outline: Pre-Algebra - Chinese Bilingual Program
5. Course Outline: Interviewing and Evaluation
6. Course Outline: To expose the trainee to the skills necessary in handling a caseload of 128 straight aid to families with dependent children (AFDC) cases which have already passed through intake
7. Bilingual Medical/Dental Receptionist Program
8. Planned Parenthood Volunteer Training Course
9. Course Outline and Sample Matrix for a course in Graphic Arts and Advertising Production

BIBLIOGRAPHY OF BOOKS ON BILINGUAL VOCATIONAL EDUCATION

PURCHASED FOR THE PROGRAM

1. Allen, J.P.B. and Corder, S. Pit, ed., *The Edinburgh Course in Applied Linguistics, Vol.1: Readings for Applied Linguistics*. Oxford: Oxford University Press, 1978.

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18. Development Associates, Inc., *Handbook for Bilingual Associates*, Inc., 1978.

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21. Glendinning, Eric H., *English in Focus: English in Mechanical Engineering*. London: Oxford University Press, 1974.

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23. Hornby, A.S., *Oxford Advanced Learner's of Current English*. London: Oxford University Press, 1975.

24. Ilyin, Donna and Tragardh, Thomas, *Classroom Practices in Adult ESL*. Washington D.C: TESOL, 1978.

25. Kendris, Christopher, *Dictionary of 501 Spanish Verbs Fully Conjugated in all the Tenses*. Woodbury, N.Y: Baron's Educational Series, 1971.

26. Lifton, Walter M., *Trabajando con Grupos*. Mexico: Editorial Limusa-Wiley, S.A., 1972.

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POSSIBLE SOURCES FOR VOCATIONAL AND RELATED MATERIALS

American Vocational Association
P. O. Box 1813
Washington, D. C. 20013

Border College Consortium
West End Washington Street
Laredo, Texas 78040

Center for Applied Linguistics (CAL)
1611 N. Kent Street
Arlington, VA 22009

Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Coordinating Information for Texas Educators Resource Center (CITE)
Southwest Tower
211 East 7th Street
Austin, Texas 78701

Dissemination and Assessment Center for Bilingual Education
Education Service Center, Region XIII
7703 North Lamar
Austin, Texas 78752

Educational Resources Information Center (ERIC)
ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, CA 90024

Educational Resources Information Center (ERIC)
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Education Service Center, Region XIII
Bilingual Resource Center
7703 North Lamar Blvd.
Austin, Texas 78752

Federation Bilingual Training Resource Center
TWU Station
P. O. Box 23778
Denton, Texas 76204

General Programmed Teaching
6821 Reistertown Road
Baltimore, MD 21215

Professional Societies and/or Professional Associations
(American Medical Association, American Garageman's Association, etc.)

State Department of Education
(in your state)
Vocational Education Division

U. S. Office of Education
(respective divisions - examples, Vocational Education, Bilingual Education, Bilingual Vocational Education)
Washington, D. C. 20202

Vocational Instructional Services
Vocational Industrial Education
Texas A & M University
College Station, Texas 77843

APPENDIX E

EXTRACURRICULAR ACTIVITIES OF PROGRAM PARTICIPANTS

APPENDIX E Has been deleted due to irreproducibility

APPENDIX F

JOBS AND JOB PLACEMENT OF PARTICIPANTS

TO: All Bilingual Vocational Instructor Training Program Participants

FROM: Gene Long

DATE: March 19, 1979

SUBJECT: JOBS

There are some participants in the program not currently working as teachers or counselors in vocational skills programs who are looking for jobs. Will these people please check the bulletin board to the right of D-5 Campion Hall? For those presently working in Vocational Education may we urge you to announce openings you may know of at your job site? Also, please inform Toni and me, so that the position can be posted on the bulletin board. I will be glad to help with referral letters should prospective job candidates need them.

15.93

March 21, 1979

FOR IMMEDIATE RELEASE

Contact: Betty Jo Foo
Wu Yee Childcare
855 Sacramento St.
San Francisco, CA 94133
Tel: 78173535

The Association for Children's Rights & Services, Inc. is hiring for these positions:

1 Program Director — Salary: $1150.00/month

Overall administrative and director of Wu Yee Lok Yuen Childcare and the Wu Yee Resource and Referral Center.

2. Administrator — Salary: $836.00/month

Responsibility for fiscal matters, management and day-to-day administrative tasks of Wu Yee Childcare and Wu Yee Resource and Referral Centers.

Job Descriptions available upon request.

Deadlines: Please send in resumes by April 16, 1979

USF
University of San Francisco
San Francisco, CA 94117

Multicultural Program
School of Education
D-5 Campion Hall (415) 666-6876

March 20, 1979

TO ALL BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM PARTICIPANTS

Our records are incomplete in respect to your present jobs. In addition, several program participants have changed occupations since the program began. For this reason, we are asking all of you to complete the information below and return it to the Multicultural Program office as soon as possible.

Please supply information on both positions if you have more than one job.

Sincerely,

Gene Long

Eugene S. Long, Ph.D.
Assistant Director
Bilingual Vocational Instructor
Training Program

....(detach & return to MLTC Office)...

Please print clearly

NAME: ____________________

JOB TITLE : ____________________

PLACE OF EMPLOYMENT: (1) ____________________ (2) ____________________

TELEPHONE: ____________________

SUPERVISOR: ____________________

15.95

USF
University of San Francisco

San Francisco, CA 94117

School of Education, Multicultural Program
Bilingual Vocational Instructor Training Program
Lone Mountain Campus, (415) 666-6878

POST PROGRAM FOLLOW-UP SURVEY

Date ____________________

NAME: ____________________

ADDRESS: ____________________

____

PHONE: ____________________

BUSINESS ADDRESS: ____________________

____

____

PHONE: ____________________

Immediate Supervisor ____________________

Phone # ____________________

In an effort to comply with requirements concerning participation in a federally-funded educational program, the following information is requested:

1. Please give the title of your present occupation ____________________

   ____

2. Describe briefly your principal duties ____________________

   ____

   ____

3. Has the nature of your job, salary, or title changed since you received training in Bilingual Vocational Instruction or Counseling?

   ____

   ____

4. At your present occupation, what do you do differently as a result of having received this training? ______________________________

____

____

5. If you are not presently working as a teacher/administrator or counselor at a vocational training site, please answer the following:

   a. What efforts have you made to locate a position in this field? ____

   ____

   b. What Vocational training schools, community colleges, or job placement agencies have you contacted? ________

   ____

   ____

   c. Please assess your possibilities for finding a position in adult bilingual vocational training. ______________

   ____

   ____

   ____

   d. In what ways has your training in the University of San Francisco Bilingual Vocational Instructor Training Program affected your job possibilities? ______________

   ____

   ____

   ____

   ____

   ____

   ____

Please return to the B.V.I.T. Program, U.S.F., 2130 Fulton St., San Francisco, CA 94117. A return envelope is enclosed for your reply. Thank you.

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APPENDIX G

EVALUATION

15.99

UNIVERSITY OF SAN FRANCISCO
MULTICULTURAL PROGRAM

COURSE EVALUATION

Course No. ______________________________

Professor ______________________________

Date ______________________________

1. Were the objectives of the course clearly stated?

   0 1 2 3 4 5 6 7 8 9 10
   No Somewhat Yes

2. Was the professor clear in making the presentation through the course?

   0 1 2 3 4 5 6 7 8 9 10
   No Somewhat Yes

3. Were the materials used presented in an organized manner? Did they relate to course objectives?

   0 1 2 3 4 5 6 7 8 9 10
   No Somewhat Yes

4. Rate your knowledge about the content covered in the course before you took the course

   0 1 2 3 4 5 6 7 8 9 10
   Little information Good understanding

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SAN FRANCISCO, CALIFORNIA 94117
415/666-6876

5. Rate your knowledge about the content covered in the course after you took the course.

0 1 2 3 4 5 6 7 8 9 10
Little information Good understanding

6. Was the professor available outside of class time for discussion or assistance?

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Yes

7. Was the professor able to facilitate discussion among the students?

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Yes

8. Did the professor stay within the scheduled time?

0 1 2 3 4 5 6 7 8 9 10
No Somewhat Yes

9. Do you feel that the professor did sufficient preparation for the course?

0 1 2 3 4 5 6 7 8 9 10

10. Any other comments?

15.101

AN EVALUATION REPORT BY THE
PROGRAM EVALUATION TO THE DIRECTOR OF THE
MULTI-CULTURAL EDUCATION DEPARTMENT
OF THE UNIVERSITY OF SAN FRANCISCO

LEO P. K. YAM
PROGRAM EVALUATOR
FOR THE BILINGUAL VOCATIONAL INSTRUCTORS TRAINING PROGRAM

February 2, 1979

It is my pleasure to serve as an External Evaluator for the Bilingual Vocational Instructors Training Program of the Multi-cultural Education Department. I was impressed with the enthusiasm expressed by the faculty members and their creative efforts in originating the program.

As an observer, and having had the opportunity of meeting the faculty and the students for a short period of time, I would venture to make a few very general comments, which to some extent, might have been brought to the attention of the faculty.

1.1 OBJECTIVES OF THE PROGRAM

The objectives of the program are defined very lucidly in behavioral terms. Overall they serve an guidelines to achieve the general goal of the taxonomy of education in a progressive manner.

In terms of practical training I wonder if there would be an adequately equipped language lab or other similar facilities to assist the participants to acquaint themselves with the skills to "deliver lectures and carry on a professional conversation with academic jargon and social idiom" as stated in the objectives. Are there enough instructional materials for supplementing the curriculum? Is there enough personnel in tutoring all the participants in using the major languages like Chinese, Philipinno and Spanish competently in bilingual teaching situations?

Regarding "language skills" in teaching, it may be measured by both written or/and oral communications skills. Language labs or mini-closed-circuit television systems would be helpful in improving teaching skills when used properly.

2.1 PARTICIPANTS ENTRY REQUIREMENTS AND SCREENING

The faculty had certainly made great efforts in publicizing the program. Very systematic and detailed plans in the process of selecting the prospective candidates were made. The participants I have met were an "impressive group of high calibre individuals".

Since the program would ultimately lead to a Masters of Arts degree publicity should also be extended to the colleges or universities at the Bay areas; other channels of dissemination like the radio/television/newspaper (run by ethnic groups) might be used to inform a larger interested population of applicants of different cultural communities.

The "Life Experience Provision" plan is a very humanistic system to encourage those persons with some years of vocational or professional experiences to further their studies to obtain a college degree (B.A.). However, the evaluation guidelines of the applicants' professional and academic records must be administered very carefully. It is very encouraging to see that the Associate Director has taken action on this matter.

3.1. CURRICULUM PLANNING

The Associate Director of the Program has kindly given the evaluator an overview of the curriculum description at one of our meetings. The curriculum is a comprehensive and professional design which embodies a breadth of disciplines and schools of thought in areas concerning cultural education, vocational education, bilingual education and counseling education.

It is the evaluator's conception that counseling education and teaching skills (both vocational and oral) should deserve more attention. To reinforce these areas, it is suggested that "Micro-teaching" be introduced and that more supervision in teaching-practice in the field be required.

4.1 FEATURES OF PROGRAM DELIVERY

The "Basic Ingredients of a Course Outline" is a well designed format for the faculty members to follow when designing their own course. In general, the program delivery is well organized and practical.

4.2 SUPERVISION

The faculty are well aware of the fact that the participants need for teaching-practice experiences. During supervision sessions, I wonder if the skills of the "profession" being taught and the "spoken language" being used should be essentially stressed. It is suggested that teaching methods like the use of "audio-visual aids, questioning, discovery, demonstration, interactions or modeling" techniques be brought into consideration when supervising the training instructors.

4.3 EXTRA-CURRICULAR ACTIVITIES/CONFERENCES/SEMINARS

It is very exciting to see that in such a short period of time since the Program started, the students have attended quite a few conferences or seminars. To encourage the students to write field trip and conference/seminar reports as a feedback mechanism is an excellent idea. More activities of similar nature should be encouraged.

4.4 EVALUATION

The "teaching evaluation" form (pages 89-91) is a very precise format which breaks the teaching methods into behavioral criteria. This will serve as guidelines for observation on the part of the professor or for improvement on the part of the student. It may be a good idea of showing the degree of competence in each criterion by a 5 point or 7 point scale. For graduation or awarding diplomas it is suggested that the weight of (a) teaching-practice, (b) theory, (c) bilingual skills (oral and written) and (d) vocational skills be well balanced.

Under the directorship of the Director of the Department, Dr. John Tsu, who has long been reputed for his excellence and dedication in advocating multi-cultural and bilingual educational innovations, with the assistance of Dr. Eugene S. Long, a zealous progressive scholar, the Bilingual Vocational Instructors Training Porgram is gaining unique distinctions and will certainly establish a solid foundation for future developments.

Respectfully submitted,

Leo P. K. Yam,
Visiting Professor,
Educational Communications and
Technology,
University of Pittsburgh,
Pittsburgh, Pennsyvania.

February 2, 1979

cc: Dr. Eugene S. Long

15.106

EVALUATION REPORT
UNIVERSITY OF SAN FRANCISCO
BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

Alan Hurwitz

Introduction

This report is intended to be an evaluation of the University of San Francisco Bilingual Vocational Instructor Training Program. It was prepared shortly after the end of classes in May 1979. It is based primarily on observations and interviews conducted one to two weeks before that time. A maximum of four days was allotted to the preparation of this report, both the gathering of information and the actual preparation. This precluded an extensive and precise exploration of the many subtle issues associated with this project. At the point of the visit of the evaluator no quantitative data existed on the educational outcomes. It was decided, principally due to time limitations and the needs of the program, to confine data gathering to informal observations and interviews and a limited review of some program materials including some written commentary. This report is based on substantial interviews with Dr. Eugene Long, project coordinator; observations of classes in English as a Second Language, Chinese, Bilingual Vocationsl, Counselling, Business Education, English as a Second Language Instructors, and Spanish; short conversations with instructors of those classes and some students; and an interview with Dr. John Tsu, director of the multicultural center.

The evaluator is, in addition to an educational consultant and trainer, the director of another bilingual vocational instructor training program, in Massachusetts. The context of that other program contributes to the perspective in which this project is observed.

Program Goals

The general goal of the program has been to recruit a group of ethnic Chinese and Hispanic individuals working in some area related to vocational education (ESL, counselling, and/or skill training) and improve their skills as bilingual vocational educators (in ESL, counselling or skill training). The potential for up to 33 credits was built into the grant, and for the majority of participants (who have BA or BS degrees) this carries with it a subsidized masters degree in bilingual education. In recruiting the participants the vocational expertise was assumed from their actual positions in some aspect of vocational education. Their potential bilinguality was based on their Chinese and Hispanic family backgrounds. The program sought to improve instructional skills in their particular area and improve their bilinguality through language classes in English and in the native language of the participants or their families. The approach was one of improving competencies with respect to the particular needs of each participant through the flexible use of necessary classes. All students are required to take vocational courses. They take language courses according to their particular needs.

The work roles of participants are quitevaried as are their language abilities (see chart on page 5). Many have vocational experience and credentials. Others have had only peripheral exposure to vocational areas. Language abilities differ widely, both in English and the native languages. This puts certain pressure on a limited number of classes to respond to a wide range of educational needs. This appears to be partly by design, and partly perhaps through a desire to serve as many potential participants with the funds available. Participants will benefit from the courses, credits, and in many cases advanced degrees. It seems probable that the total effect of the experience on them as bilingual vocational educators will vary considerably with their particular situations. Many of the participants entered the program with state credentials to do what they are doing. It is not clear how the program will directly improve those credentials or help participants to obtain them in areas where they were lacking, except for the general effect of a masters degree. There appear to be no direct links to the credentialing bodies for that purpose. Since participants are already working in the field, credentialing is not a goal of the program. Rather, improving the language and vocational education skills of practicing or potential bilingual vocational educators is what the program intends and what it has been designed to do.

One of the high points of the program is the strong spirit of the participants. This seems due to the high level of interest demonstrated by the instructors in their learning. There was also evidence of a high level of concern for their personal well being on the part of the entire project staff. Students seem to feel that those involved care about them and their learning. Another strong point is the wide set of linkages cultivated by the project coordinator with other projects, resulting in access to new materials and ideas and a constant inflow of energy. The fact that the credits obtained through the program can apply toward, and in many cases earn, a degree also appears to be a motivating force among participants. Even given the varied backgrounds and potential educational needs of the participants the ensuing masters degree is seen as a definite plus and the learning along the way useful, a good combination for an educational program.

It may be useful to put the project's goals into a broader perspective regarding bilingual vocational professional development. The project is geared toward upgrading the skills and educational levels of persons involved in bilingual vocational educational activities (vocational instruction, English as a Second Language, or vocational counselling). As such it is distinguished from projects which seek to increase the number of practicing bilingual vocational personnel through either preservice training (which would bring people, usually from industry, into education) or other inservice training (which would add either the lacking bilingual or vocational skills to those of an already practicing vocational or bilingual educator). In practice the project does a little of all those possible tasks.

Participants are expected to be potentially bilingual. They are persons of Chinese or Hispanic origin who have effective skills in either their native language or English, or both. Some are strong in both and some need help in both to become really bilingual. It appears that in general more Hispanic participants require help in English and more Chinese need assistance in Cantonese, the Chinese language used by the program. This situation is made more complicated by the fact that the Chinese group (and local community) is made up of both Cantonese and some Mandarin speakers who read the same language but whose speech is not usually mutually intelligible. Mandarin speakers are learning Cantonese as part of the program.

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Participants are expected to be working at vocational programs. Many are, as vocational instructors at community colleges, vocational ESL instructors, or in some type of counselling situation. Some are not working; for them the program is in reality preservice or interservice. Even among those who are currently working in some related field, familiarity with and in many cases interest in vocational education varies greatly. It extends from those vocational people who have completed standard task analysis blocks and are full-fledged vocational instructors to persons with only a secondary interest in career education or a related field. Combining fields is an issue here, since it is mainly the vocational instructors who require the more intensive vocational orientation. Some of the vocationally oriented participants assisted others in these areas. All participants take the general vocational education courses. Given the varied backgrounds and very different requirements of the three professions represented, that course must be very different things to different people. Also, in the specific vocational area courses the needs of students seem to vary, and similarly there was a range of educational objectives from class to class. I sensed no explicit coordination in this area. Both the general vocational and the specific skill area courses were intended to add a more complete vocational perspective and some needed specifics (e.g., the task analysis blocks, training in bookkeeping) for the diverse group.

The instructor portion of the bilingual vocational instructor was divided into the three professions represented: vocational and ESL instructors and counsellors. It was the intention of the program to develop the actual skill areas of participants in their particular professions. This was through a course in their area of concentration--ESL Instruction, counselling, or a specific technical area. These courses combined persons working in those fields and those who wished to be. Activities ranged from sharing and support to specific teacher centered instruction. The goal was an upgrading of skills of people with varying backgrounds but who shared a similar professional focus.

As discussed previously those involved in the educational and student support activities of the program went to great lengths to accommodate this diversity of students' needs, and achieved a good deal of success. But this wide range was one common criticism by those participants consulted. It appeared to create additional burdens for instructors and put pressure on the administrative structure. In general the more complexity required in a set of activities, the more coordination is also necessary among those involved in the various aspects of the activities. This in turn requires a commitment of time and energy through personal contact or some less personal system (schedule forms, memos, etc.) to assure coordination and communication. Those working with the program, particularly part-time faculty, tended to be busy and to have difficulty in allotting time for coordination activities. The multiplicity of goals put significant additional pressure on the program and its activities and created a higher need for coordination which was sometimes difficult to achieve.

What the project specifically offers educationally is (1) courses in language--Spanish (mainly grammar), Chinese (primarily spoken), and ESL (principally academic skills), (2) general courses in vocational education (including a wide range of participants), and (3) courses in specific professional areas (including technical areas, counselling, and ESL for instructors). These courses were supplemented by a supervised practicum experience for participants, generally in their own current positions. From a planning perspective one considers the overall contribution of the project goals, that is in what way does the project add to meeting the expressed need. Since most participants are already working in the field (according to plan), the program is not intended to increase the number of bilingual vocational educators, but rather to upgrade the skills of practicing educators in that field. From the design of the project one assumes (1) that the skill upgrade (rather than increased practitioners) is the greatest need, and (2) that the specific course offerings are the best way to upgrade those skills (as opposed to coordinating with and possibly supplementing some already existing educational activities). I feel that these questions are worth considering as the project considers its longer range planning and any possible institutionalization of project activities at the University.

Classes

On observing the classes one is struck by the warm rapport between the instructors and participants. The classes observed displayed an informal atmosphere but one in which both the instructors' and participants' concern for the subject matter was evident. Instructor's expertise in the areas observed also appeared significant. Some brief descriptions follow.

The Chinese class is a class in Cantonese for the participants of Chinese family origin who need formal training to supplement their family based learning of Cantonese or other dialect.

There appears to be quite a range of language ability in both the Chinese and the Spanish group. I understand that most of the Chinese participants are American born and fluent in English, although in many cases requiring some assistance in Chinese. There was no precise data available on language levels of either group on entering the program or as yet on current participant levels. Data will be in terms of participants' grade in the course. I understand there were written and informal language tests at the beginning of the program. The Spanish class is reported to be somewhat formalized in its approach. There were good reports regarding this class but some questions raised about the advisability of such an approach in what is basically an informal practice oriented program.

The English as a Second Language (ESL) class has become a class in basic writing and academic skills. The original concept of vocational oriented English was reconsidered in favor of a more general curriculum. The class consists of a group of Hispanic participants. Reasons for this were not clear. Explanations offered generally had to do with differing language needs of the groups. Class scheduling of Chinese, Spanish, and ESL classes at the same time forces participants to choose and does not easily provide for students with various language needs. So the ESL class would consist of only participants for whom English is a greater priority than other language development, rather than merely a need. The class includes a lot of individual attention and review of participants' work, including work from other classes. This coordination seems to be of great value to the participants. It occurs principally via the students and some information conveyed through the project coordinator. It is especially noteworthy in that it occurs without formal communication and with very little contact at all among the ESL instructor and other faculty.

The vocational education course(s) is the only aspect of the program which deals with the vocational area. The curriculum for Mr. Ruelas' course is made up of conceptual and historical issues of vocational education with some special reference to bilingual issues and some specific areas such as the blocks, which are part of the California teacher preparation procedure. The linkages to state vocational education appear to be primarily through this and possibly the other vocational course rather than through the program administration. So in addition to specific information and ideas, participants gain contact with the practicalities of the system in which they work or wish to work.

Some of the specific skill area classes were also observed. The business ed class had moved from a discussion of materials and methods for bilingual office skills the first semester to a class on bookkeeping fundamentals which those in attendance at observation agreed was useful. The counselling class is a general discussion of issues in counselling among participants and between participants and instructors. There is an emphasis on examining the personal counselling perspectives of students vis a vis those of the professor. I was told that this kind of class was generally representative and no specific text was used--an issue paper is required. The ESL instructors' class which was observed consisted of presentations by individual students of work they are doing with comments by the instructor and other students. In general students seemed interested and participated actively in what was taking place. There seemed to be a continuing issue of attendance for the weekday classes, especially the earlier 4-6 session which appeared to conflict with many students' work commitments.

Recommendations

My principal recommendations have to do with several areas where in the future there could be some tightening in the planning and management of the program. The program is a new one in an innovative area which few institutions have approached. Some of these issues seem rather predictable in a situation where the usual, and in many cases the most productive, approach is to get something in operation and then make it smoother and more solid.

The most common area of criticism I heard from participants and instructors were issues associated with the wide range of skills and backgrounds of the participants. For some participants this created a less stimulating learning environment, as some were often waiting for others, and caused additional pressures on the instructors. The instructors and project coordinator and other staff were very creative and energetic in responding to the difficulty with tools such as learning groups, individualized instruction and some flexibility in the curriculum. The project coordinator even set up a very innovative language exchange class of participants teaching each other Spanish and Chinese. However, more careful attention to this issue in the planning could make the problem less severe, free time and energy for other.

possibilities, and make life a little easier for all concerned. The program could benefit from a precise definition and perhaps a narrowing of what it sets out to do and an expanded recruitment effort. The varying levels and areas of strength of the participants has limited educationally what the program could accomplish. A large pool of very qualified candidates will allow the program to make clear decisions about its areas of priorities without suffering a possible loss in participation. Finally the heterogeneous student mix requires complex arrangements of activities to deal with those widely varying needs, for example, the many supplementary individual and small group projects, curriculum adaptations, more personal counselling, and flexibility in a number of areas. All of these require administrative attention to maintain coherence and put additional burdens on an already large coordinating responsibility.

There is always pressure on an educational program to fill allotted slots. The capacity to more narrowly focus the range of potential participants can only come from the security of a larger pool of applicants. The prospect of free and stipended credits and probably a Masters Degree in the student's career area is quite attractive and should bring large numbers of applicants regardless of where the final emphasis is placed. Planning decisions of this type are difficult. But once they are taken, and a recruitment effort is organized, it should flow. Recruitment activity requires a lot of energy and dedication. Person to person talking is usually the most effective and the most tiring. Significant attention to this area will also enhance the educational segment of the program through a more uniform and more selective student body, which will be easier to manage effectively.

The staff could benefit from blocks of time for team building and some collective planning by those involved in the operation of the project. Two weekends would be ideal, one before the beginning of activities and one at the halfway point. Part-time staff would generally be paid for such an activity. Their input and the resulting shared perspective should be worth the expenditure of money and energy.

Some mechanism(s) for exchanging important information on a regular basis among all those involved would be useful. Weekly or semi-weekly staff meetings would be ideal. Meetings could be short but attendance would have to be a high priority. In order for this to occur, it will have to be also a high priority to the program administration. Also, attention will have to be paid to scheduling and other details. Some payment for part time staff may be in order or necessary to bring this about. If meetings alone do not suffice some written communication devices may help, such as a large chart in the office indicating where classes are meeting which instructors can change, if necessary, at their convenience, or short exchanges of some information regarding course plans to allow for maximum coordination. I'm sure there are other important areas where the exchange would be useful. Organizing such a system could be an activity of the weekend planning sessions, since those involved know best what could be helpful.

I would suggest also some more organized linkages with the state vocational system. Such contact could bring benefits for participants in areas of career development, future educational opportunities, and official credentialing for present or future positions. Many resources for creating these linkages exist among staff, and current participants. They need only to be used to advantage in a systematic way.

Finally I would like to share some observations regarding project management. First year projects often have difficulties planning program content and administrative relationships far ahead. Here in the case of a project in an entirely new area some lack of total pre-planning is to be expected. A year's experience should make future management easier. On a structural level further definition of the specific roles and responsibilities of the Center Director, Associate Director, and Project Coordinator (Assistant Director for the Bilingual Vocational Project) vis a vis the project could fill some small but significant administrative gaps. Some examples of those gap areas were room arrangements and administrative coverage of Saturday classes. Also this clarity will make it easier for the project administration as a team to create a tighter framework for the faculty and students, a framework which appears useful in view of the many conflicting demands on their scarce time. Increased structural clarity should also help encourage more direct interpersonal communication among the administrative staff. Such directness can only lead to better long term functioning among so many individuals who are so committed to the project's success.

This tighter framework should ease efforts toward increased coordination among the faculty and courses and result in a higher level of commitment by students to program standards and goals. The value, in my experience, of strong single messages from the top in complex situations is very great. Such approaches could be implemented by some discussions at the administrative levels and increased attention to staff development and coordination in general and a high commitment to such activities. The kind of long range planning which is so difficult in the first year can now be done. The tremendous effort at developing new and exciting approaches has generated a great amount of data as to what is effective. This is true for both specific educational approaches and the broad effect of the project as a whole. A useful process might begin with generating a common view of goals and proceed to a sharing and coordination of specific plans. It might begin with administration and then include faculty and perhaps students, before schedule commitments are made. Those connected with the program represent enormous resources. Getting the most from them is a most difficult but very rewarding task. In addition to better internal functioning such a process will help the project adapt broad federal goals to the situation at hand.

APPENDIX H

ADVISORY COMMITTEE

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Functions of the Advisory Committee to the Bilingual Vocational Instructors Training Program

1. Assist in defining and meeting the goals of the program.
2. Assist in the recruitment, identification, and selection of prospective candidates, consultants and lecturers.
3. Assist in the interpretation of the program to the wider community as part of an effort to secure general public support.
4. Assist in the planning and operation of the program.
5. Assist in identifying needs and meeting program goals.
6. Assist in the establishment of general policy for members.
7. Assist in the examination of instructional materials and recommend suggestions for adoption and change.
8. Participate in various activities related to the program.
9. Assist in the identification and location of persons, resources, or agencies in the community with specific skills or resources needed by the program.
10. Assist in the communication of program information to State and federal offices, when needed.

APPENDIX I

STAFF DEVELOPMENT

USF
University of San Francisco
San Francisco, CA 94117

Multicultural Program
School of Education
D-5 Campion Hall (415) 666-6876

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

Staff Development, Spring 1979

Jan. 25-26	National Conference of Project Directors, Bilingual Vocational Instructor Training Program at U.S.F.
Feb. 26	Eugene Long, Ph.D. Assistant Director U.S.F. Bilingual Vocational Instructor Training Program: Report on San Antonio Bilingual Vocational Training Conference.
Apr. 10	Leo Yam, Ed.D. Visiting Professor, University of Pittsburgh: Micro Communication in Bilingual Vocational Education.
Apr. 30	Alan Hurwitz, Director, Fitchburg Mass. State Bilingual Vocational Teacher Training: Description and Critique of Fitchburg Bilingual Vocational Teacher Training.

15.130

UNIVERSITY OF SAN FRANCISCO
MULTICULTURAL PROGRAM

Dr. Doris Gunderson: Proposed schedule of visit to San Francisco, January 22-27, 1979

Monday
Jan. 22nd — Arrive at San Francisco. Check in at Sir Francis Drake Hotel, Powell and Sutter Streets.

Tuesday
Jan. 23rd. — Check in Hilton Hotel, Mason and O'Farrell Streets

Visit Mission Community College Center, 160 S.Van Ness.

Wednesday
Jan. 24th — Morning: Visit U.S.F. Bilingual Vocational Instructor Training Program: Briefing by program staff, Campion Hall, D-4, D-5.

Afternoon: Visit, as time permits, program participants at teaching/counseling sites:

San Francisco Skills Center, 1311 Sutter, S.F.
Chinese Resource Development Center, 615 Grant Ave., S.F.
Chinatown/North Beach Community College, 865 Jackson,S.F.
Asians for Job Opportunities, 1617 University, Berkeley
Mission Community College, 160 S. Van Ness, S.F.
O.B.E.C.A. Arriba Juntos, 2940 16th St., S.F.

Evening: Dinner at restaurant with U.S.F. Program Directors.

Thursday
Jan. 25th — 9 AM to 5 PM: Conference of program directors, Bilingual Vocational Instructor Training Programs Rm. 419, University Center, U.S.F.

Evening: Dinner with conference participants and Bilingu
Multicultural Program faculty at home of Dr. Joh
Tsu, 2 Denslow Dr., S.F. 586-6986

Friday
Jan. 26th — 9 AM to 1 PM: Conference of program directors, Rm. 419, University Center, U.S.F.

CAMPION HALL
SAN FRANCISCO, CALIFORNIA 94117
415/666-6876

15.131

TO: All Bilingual Vocational Instructor Training Program Faculty

FROM: Dr. Eugene S. Long, Assistant Director B.V.I.T. Program

DATE: April 5, 1979

SUBJECT: Tuesday Staff Development Meeting.

Tuesday, April 10th, we will have with us all day Professor Leo Yam from the University of Pittsburgh to give a staff development workshop and a presentation to the Bilingual Vocational Instructor Training participants. He will give a staff development session from 2 P.M. - 4 P.M. in D-5, on Micro-Communication in Teaching & Learning. Please be there.

Tuesday evening classes in the B.V.I.T. program are cancelled as Professor Yam will hold a workshop for the students from 4:15 - 8:00 in 244 Lone Mountain.

UNIVERSITY OF SAN FRANCISCO

15.132

TO: All Bilingual Vocational Instructor Training Staff

FROM: Gene Long, Assistant Director, B.V.I.T. Program

DATE: April 23, 1979

SUBJECT: Staff Development

Next Monday we will have with us from Boston, Massachusetts, Alan Hurwitz, the Director of the Fitchburg State College Bilingual Vocational Teacher Training Program. Now in its second year, this innovative state-funded project trains bilingual Spanish and Portuguese persons with trade skills to become competent bilingual vocational instructors in Massachusetts' public schools. I have scheduled a staff development workshop for this day, Monday, April 30, from 2:00 P.M. to 3:30 P., in Campion Hall, D-5, at which Alan Hurwitz will present the major features of his program and lead a discussion on "Bilingual Vocational Education: Future Needs and Trends in Training."

Please note that Alan will also be doing a program evaluation from Tuesday to Thursday, May 2-4. Kindly facilitate his access to information and program participants.

Thank you.

UNIVERSITY OF SAN FRANCISCO

APPENDIX J

PUBLIC ACTIVITIES

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